REPORT RESUMES

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DEVELOPED BY APPROXIMATELY 700 SPECIAL EDUCATORS OVER A PERIOD OF SEVERAL YEARS, THIS DOCUMENT IS A STATEMENT OF PROFESSIONAL STANDARDS APPROPRIATE TO THE PRESENT STATUS OF SPECIAL EDUCATION. STANDARDS PRETAINING TO INSTITUTIONS OFFERING PREPARATION PROGRAMS FOR TEACHERS IN SPECIAL EDUCATION ARE OUTLINED WITH SUPPLEMENTARY STANDARDS FOR THE SPECIFIC AREAS OF BEHAVIORAL DISORDERS, DEAF AND HARD OF HEARING, GIFTED, MENTALLY RETARDED, PHYSICALLY HANDICAPPED, SPEECH AND HEARING, VISUALLY HANDICAPPED, ADMINISTRATION AND SUPERVISION, AND DOCTORAL PROGRAMS. GUIDELINES FOR THE PROFESSIONAL COMPENTENCIES OF STUDENTS IN EACH AREA OUTLINE CONTENT OF COURSEWORK AND PRACTICUM FOR GENERAL AND SPECIALIZED PROFESSIONAL PREPARATION. RESPONSIBILITIES OF AGENCIES AND ORGANIZATIONS FOR PROGRAMS OF CONTINUING EDUCATION ARE OUTLINED. THE CODE OF ETHICS OF THE EDUCATION PROFESSION IS INTERPRETED AS IT RELATES TO SPECIAL EDUCATION. THE REFERENCE LIST CITES 19 ITEMS. THIS DOCUMENT WAS PUBLISHED AS STOCK NUMBER 551-20944 BY THE COUNCIL FOR EXCEPTIONAL CHILDREN, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, AND IS AVAILABLE FOR $1.25. (MY)

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Professional Standards for Personnel in the Education of Exceptional Children

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PROFESSIONAL STANDARDS
FOR
PERSONNEL IN THE EDUCATION OF EXCEPTIONAL CHILDREN

PROFESSIONAL STANDARDS PROJECT REPORT

Accepted
by the
Delegate Assembly
of
The Council for Exceptional Children
Toronto, Ontario, April 21, 1966

The Council for Exceptional Children, National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C.

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FOREWORD

The CEC Project on Professional Standards has involved approximately 700 people in the development and refinement of the standards which constitute this document. Educators of exceptional children throughout the country have served on subcommittees which developed working papers or have participated in their development by correspondence. They have met at one or more of five conferences—one national and four regional—to consider the standards needed in the field in light of today's needs and circumstances. At the regional conferences they also considered implementation of the standards. A report on implementation based on records of these discussions will be forthcoming.

CEC's professional standards activities are not intended to result in program accreditation or teacher certification by the Council. The document will, however, be available to official organizations which are concerned with accreditation and certification and will serve as a guide for the review of preparation programs and qualifications of personnel.

The standards as developed are viewed as the minimum safe operation at this time. Although they are not ideal, for a significant proportion of those concerned they do represent a challenge and a goal to be reached.

This document, of necessity, reflects the present status of special education. The dynamic nature of the profession demands, however, that the Council engage in continuing study of professional standards. Professional standards must be constantly under review and subject to change as time and circumstances indicate. As stated by Frances P. Connor in the foreword to the document discussed at the regional conferences, it is fully expected that these standards will permit and invite new perspective. It is possible that from studies of commonalities and differences among the specializations, new categories will arise, approaches to teacher education will be modified, pupil assignment will be quite different, and laboratory tested instructional patterns will emerge.

Grateful appreciation is extended to members of the Professional Standards Committee who guided the activities of the Project on Professional Standards and to the hundreds of people who contributed to development of these standards.

Frank W. Doyle, Chairman
Professional Standards Committee

ACKNOWLEDGMENTS

Acknowledgment must be made of the interest and efforts of the many persons who participated in activities associated with the Professional Standards Project. Hundreds of people contributed by taking part in the development of working papers; participating in the conferences; and serving as conference topic editors, group chairmen, and recorders. Particular recognition is to be extended to the following persons who made contributions which placed additional demands on their time, energy, and skill: Frances P. Connor, chairman of the national conference in Washington, D.C., and the regional conference in Newark; Maynard C. Reynolds, chairman of the regional conference in Chicago; Frank W. Doyle, chairman of the regional conference in San Francisco; Stanley Ainsworth, chairman of the regional conference in Atlanta; and Editorial Committee members James Mc Carthy and Geraldine Scholl, who with Chairman Jean Hebeler revised the original document on the basis of the Washington Conference recommendations and prepared reports based on discussion group proceedings. Finally, appreciation must be expressed to members of the Professional Standards Committee (listed on the back of the title page), Chairman Frank W. Doyle, and Co-chairman Gloria Wolinsky for guiding the activities of the project.

The support of participating organizations should also be acknowledged. The American Foundation for the Blind, the National Association for Retarded Children, the National Society for the Prevention of Blindness, and the United Cerebral Palsy Association contributed to the Professional Standards Project financially as well as by their cooperation and support in other ways. The Council also relied on the cooperation and support of other organizations and agencies concerned with exceptional children and youth and/or professional standards for educators. The names of these organizations appear in the Appendix.

Carolyn King, Director
Professional Standards Project

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PART ONE: INTRODUCTION

1. BACKGROUND AND PROCEDURES

Establishing and maintaining professional standards for personnel in the education of exceptional children is the responsibility of all individuals and professional groups associated with special education. These include professional organizations such as The Council for Exceptional Children, the U.S. Office of Education, the instructional and certification units of state education agencies, local school systems and other public and private educational facilities, teacher preparation institutions, regional and national accrediting associations, and the professional individual himself.

Professional standards grow out of the unified goals and activities of individuals competent within their field(s). Members of a professional organization or of a combination of professional organizations identify competencies and develop standards for themselves. The legal or extralegal application of the standards through certification and/or accreditation may or may not be a function of the professional organization. CEC, for example, does not see its current involvement in professional standards as extending to application through certification and accreditation. It is hoped, however, that standards developed as a result of CEC activities will be circulated and used by those organizations which are concerned with certification and accreditation.

The federal government through the U.S. Office of Education has an increasing indirect influence on standards through its various support programs. In addition, the effect on standards of the office's consultative and resource services to local school systems and state education agencies, as well as to colleges and universities, cannot be minimized in view of the purview possible from a national level.

State education agencies affect professional standards in three ways. The appropriate unit of instruction and curriculum is concerned with the competencies of professional practitioners and with contributing to the development of these competencies. State education agencies exercise the legal function of certification of educators working in public schools. Recognition of flexibility in patterns and modes of preparation is indicated by increasing acceptance of candidates recommended by accredited institutions as having fulfilled basic certification requirements. Additionally, state education agencies may be involved to some degree in accreditation activities.

The local schools, whether public or private, are necessarily and vitally concerned with professional standards and competencies. Through their selection practices and continuing education programs, they play a role in the evaluation and refinement of patterns of preparation.

Colleges and universities are cognizant of the need for continued attention to the selection and organization of content and experiences to provide the most appropriate and effective programs in special education. Regional and national accrediting associations fulfill their role through the application of standards developed by the professional body to the program of a specific institution.

Basic to all these activities is the professional commitment of the individual himself.

Council Activities

CEC's present sustained activity in the area of professional standards was initiated in 1960 through preliminary contacts with various organizations and individuals regarding the development and implementation of standards. This interest resulted in the selection of professional standards as the theme for the CEC convention of 1961. Following the convention, the CEC Executive Committee appointed the Professional Standards Steering Committee. The latter committee arranged for the writing of several papers in the various areas of exceptionality. These papers were the subject of major meetings at the CEC convention of 1962.

Subsequently, the Professional Standards Steering Committee recommended that a special two-year project be initiated and that a CEC staff member be assigned specific and major responsibility for this project. The Board of Governors directed that such a project be undertaken if financing could be secured, since the Council was not in a position to underwrite the total cost. The American Foundation for the Blind, the National Association for Retarded Children, the National Society for the Prevention of Blindness, and the United Cerebral Palsy Association joined the Council in financing the project. In May, 1964, Carolyn King assumed responsibility for directing the project.

Among the major objectives of the project, as stated in the prospectus, are:

1. To analyze previous efforts and to redefine the existing situation and needs.

2. To develop standards that can be adapted for use by appropriate organizations in the accreditation of professional education programs, the certification of personnel, the development of employment standards, and for other purposes.

3. To establish ways of communicating standards, when developed, to appropriate organizations.

4. To determine ways in which CEC and other interested organizations may continue the development and application of standards as future needs may indicate.

The present statement. This document is the outgrowth of a series of project activities which include:

1. Development of working papers and discussion questions by leading educators in the various areas of exceptionality who usually met for several days on one or more occasions.

2. A national conference held in Washington, D.C., May 6-8, 1965, attended by 125 participants who discussed general issues in special education and considered working papers and issues prepared for the particular areas.

3. Four regional conferences at which participants considered the report based on discussion at the Washington Conference and questions pertaining to the implementation of standards. The conference held in Newark on October 8 and 9,

1965, was attended by 150 people; in Chicago on November 5 and 6, 1965, by 174 people; in San Francisco on November 19 and 20, 1965, by 118 people; and in Atlanta on December 3 and 4, 1965, by 131 people.

Forty-six persons participated in the development of the original working papers, in addition to those who participated by correspondence. Discussing the interim statements at the five conferences were 698 participants. (The names of these persons are available, upon request, from Council Headquarters.)

Following the Washington Conference, an Editorial Committee (Jean Hebeler, Chairman; James McCarthy; and Geraldine Scholl) met with the project director to revise the original document on the basis of conference recommendations and to prepare reports based on discussion group proceedings. Following the regional conferences, the Professional Standards Committee met to revise the Washington Conference report on the basis of recommendations from regional conference participants.

Records of the regional conference discussions on implementation of standards will form the basis for a forthcoming report.

Conference participants. To determine Washington Conference participants, the members of the CEC Executive Committee and the Professional Standards Committee were asked to nominate people who, in their opinions, could make a contribution in this area. Nominees were then ranked by members of the two committees to determine those persons to be invited. Members of the CEC Executive Committee and the Professional Standards Committee were also invited to attend, and organizations and agencies with an interest in exceptional children and/or professional standards for educators were invited to send representatives to the conference. (The organizations sending representatives are listed in the Appendix.) In attendance were representatives of programs preparing teachers of exceptional children; state and local education agencies and facilities (public and private); the U.S. Department of Health, Education, and Welfare (specifically the Office of Education, Vocational Rehabilitation Administration, and the National Institute of Mental Health); national accrediting organizations; and other professional and voluntary organizations.

Invited to arrange for representation at one of the regional conferences were: presidents of CEC chapters, branches, and federations; administrators of special education in state education agencies; administrators of teacher education and certification in state education agencies; administrators of programs preparing teachers of exceptional children; administrators of The Elementary and Secondary Education Act of 1965; mental retardation planning coordinators; anti-poverty coordinators; and administrators of regional and national accrediting agencies. In addition, presidents of CEC divisions and administrators of professional and voluntary agencies concerned with exceptional children and youth were invited to send representatives to each of the four conferences. Persons representing programs preparing teachers of exceptional children were given the opportunity to invite general educators from their institutions. Also invited to attend one of the conferences were members of the CEC Executive Committee, Board of Governors, and Professional Standards Committee; randomly selected administrators of local special education agencies; and all Washington Conference participants.

Conference organization. A manual containing discussion material was mailed to participants prior to conference attendance. Structurally, all five conferences were the same. Each participant was assigned to one of several groups (the number of groups depending on the size of the conference) for simultaneous discussion of general issues in special education. Rotation of membership in the groups permitted broader exchange of viewpoints among the participants. Each participant was also assigned to a specific group for consideration of standards for a particular area. Assignment to a particular area was determined by the participant's background and interests. (The details of conference organization are available from Council Headquarters upon request.)

Each group had a chairman and recorder. There were also topic editors who integrated the recorder's reports for discussion on the general issues which were discussed by more than one group.

2. CERTIFICATION AND ACCREDITATION

Any discussion of professional standards should include a consideration of both certification and accreditation. Certification is granted to individuals regarded as qualified to serve in a specific professional role. Certification of special educators may come from two sources: a state may establish the minimum standards which an individual must meet to be certified to perform a professional role in the public schools within its borders; or a professional organization, by admitting to membership or various categories of membership those who meet standards of competency, "certifies" that an individual is qualified to pursue a professional role.

"Accreditation, as the term is commonly employed in education, is conferred or granted by professional organizations, associations, or institutions, or by an agency of the state, and applies only to institutions or programs within institutions" (Mayor, 1965, p. 6). Accreditation has also been defined as "the process whereby an organization or agency recognizes a college or university or a program of study as having met certain predetermined qualifications or standards" (Selden, 1960, p. 6).

Certification and accreditation assume sound philosophical and objective bases for the criteria upon which they are granted. This assumption, however, makes it apparent that there is need for validation of existing criteria and a search for presently unrecognized factors. Consequently, most specific criteria proposed herein have great value as hypotheses for validation, modification, and possible rejection and as an incomplete but essential basis for decisions on certification and accreditation, given the current state of knowledge.

Certification

Role of professional organizations. Some professional organizations admit to membership only those who meet certain academic and/or experience requirements. Membership standards developed by a professional organization may then become a point of reference for state certification. Since professional organizations tend to set standards above the minimum state education agency requirements, these organizations can provide the impetus to raise standards in the various areas of exceptionality.

CEC has no plans to become a certifying agency. There is a possibility that, in the future, some application of professional standards may be made with regard to membership criteria or levels of membership within the organization.

Role of the state. The legal responsibility for certification of teachers for positions in the public schools within any state rests with the state education agency. In some states this certification may be recommended by a college or university, but the state retains legal responsibility for granting certification.

Relationships among agencies. Certification standards should be developed through the joint efforts of the state and local education agencies as the consumers and the colleges and universities as the producers of professional personnel. The state education agency should actively seek the advice of appropriate professional organizations in the development of certification standards. It should be recognized that the development of certification standards is the mutual concern of the schools, the preparation institutions, and the professional groups concerned with exceptional children. The dynamic nature of special education necessitates continuous study to ascertain the current relevance of certification requirements and to assure that they remain consonant with increments in knowledge and changing philosophies.

Professional standards recommended to state education agencies for certification purposes should reflect the results of evaluation by suitable professional groups of requirements for teacher competency rather than the traditional approach to state certification of curricular requirements met by accumulated credit hours.

Flexibility in certification should be encouraged when experimental teacher preparation programs are in existence, provided the college or university has an accredited program and the experimental program is based on a sound theoretical base with appropriate safeguards.

Accreditation

Role of professional organizations. Accreditation standards for preparation programs properly originate with a professional body of individuals who are knowledgeable in a particular area of special education. This group should establish guidelines to be adapted by accrediting agencies.

Of special significance is the need for communication among professional organizations, colleges and universities, and state education agencies with regard to formulation and acceptance of standards for accreditation. Professional groups may tend to set standards unrealistically high. A balance needs to be maintained between ideals and reality.

The accrediting agency. Because of the nature of special education, state activities in the field of accreditation definitely need to be supplemented and undergirded by appropriate accrediting agencies for college and university teacher preparation programs. Regional accrediting bodies which concern themselves with an institution's total program and a national accrediting body which is specifically concerned with teacher education programs[1] both have essential roles to play.

References

Mayor, J. R. Accreditation in teacher education, its influence on higher education. Washington, D. C.: National Commission on Accrediting, 1965.

Selden, W. K. Accreditation, a struggle over standards in higher education. New York: Harper and Brothers, 1960.

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[1] The National Council for the Accreditation of Teacher Education is currently the only body approved by the National Commission on Accrediting for the accreditation of teacher education.

PART TWO

THE PREPARATION OF PERSONNEL

Considered in Part Two are standards for programs preparing teachers for any area of special education (Chapter 3). Also considered are standards for the preparation of teachers for particular areas of special education (Chapters 4 through 10), as well as for preparation of administrators and supervisors (Chapter 11) and doctoral candidates (Chapter 12). The standards in Chapter 3 should be considered in conjunction with those for the preparation of teachers for particular areas of special education. Part Two, especially Chapter 4 through Chapter 11, is intended for use by official organizations concerned with certification as well as those responsible for accreditation.

Attention is given to content areas in the sections concerned with professional competencies needed by special education personnel. The content areas indicated are not to be construed as course titles. Organization of the content into sequential and related courses is the responsibility of the individual teacher preparation program, and a variety of approaches is possible.

The standards for teachers in particular areas should not be viewed as preparation specifically for a baccalaureate or for a masters degree, unless so stated for a particular area. The content areas shown are those considered necessary for adequate preparation of a teacher. The previous preparation and experience of the individual student and the organization of the particular teacher preparation institution will determine specific time schedules.

The traditional categories of exceptionality serve as the basis for organizing standards for the preparation of teachers. This approach is consistent with the current practice of organizing both the services for these children and the preparation of their teachers in terms of such specializations as the deaf and hard of hearing, the mentally retarded, the visually handicapped, etc.

Autonomy of each field was encouraged. Persons in a particular area were free to develop standards which in their opinion would be appropriate for their area. Hence, this document is not uniform and reflects the areas' different experiences with professional standards in the past. In addition, some participants felt that particular points should be emphasized for their area. Where possible, this was done, although in some instances, the material duplicates content in an introductory section or in Chapter 3.

3. TEACHER EDUCATION PROGRAMS

The institutions of higher learning to which these standards apply are those which offer preparation for teachers of exceptional children. Exceptional children are defined as those children who have physical, intellectual, communicative, social, or emotional deviations to such a degree that curriculum modification and/or special services must be provided for them in schools. These exceptional children include, but are not limited to, the gifted, deaf and hard of hearing, visually handicapped, speech handicapped, mentally retarded, socially maladjusted, emotionally disturbed, neurologically impaired, orthopedically handicapped, those with special health problems, and those who are multiply handicapped. The term special education is used in reference to educational programs for exceptional children and the preparation of professional and administrative personnel for such programs.

Organization and Administration

Programs in special education should be a part of the administrative unit generally responsible for professional preparation of teachers within the institution. The general programs of teacher education should be fully accredited. The special education program should be an identifiable and coordinated unit within the institution.

The total range of resources of the institution should be available, as appropriate, to strengthen the special education program. Teaching programs as well as laboratory, clinical, and demonstration facilities in medicine, psychology, social work, counseling and guidance, and other related fields should be used to strengthen the special education program. If programs in these fields are not available on campus, community resources should be used.

The director or coordinator of the special education unit (for example — department or division) should be a specialist in the education of exceptional children. He should be given the authority, responsibility, and fiscal support necessary to implement the program. All specific programs of teacher education should be carefully organized and be approved through the institution's normal channels of curriculum and program approval. All of the programs should meet approval or accreditation standards of the state in which the institution is located.

Extreme care should be exercised in determining readiness of institutions to engage in development of programs of preparation for teachers of exceptional children. There should be collaborative planning with other colleges and universities of the state, region, and nation, and participation in appropriate professional groups to assure sufficient attention to problems of professional standards and regional planning in teacher education programs.

Student Personnel Programs and Services

Recruitment and selection of teacher candidates in special education should receive continuing attention. In addition to meeting the institution's usual standards for admission, candidates should be carefully screened by the special education faculty. An effective orientation program should acquaint students with the several areas of special education and the opportunities and responsibilities involved in the profession of teaching and in special education in particular. A continuing program of screening and evaluation should assure that only qualified candidates are continued in preparation programs and that students develop professional goals and attitudes.

While potential students in special education should be exposed to exceptional children early in their careers, they should not be required to commit themselves professionally until later. Flexibility should be maintained so that advanced undergraduate students wishing to do so may enter special education with a minimum of difficulty.

Faculty

Full-time faculty members should have full status as college staff members and meet all standards for preparation and experience generally held by the institution. The college should promote the professional growth and advancement of the special education faculty and offer its members full status regarding tenure and other conditions of employment.

A minimum in each special area for which accreditation is sought is one faculty member whose major duty is professional education in the special area. Part-time faculty members professionally competent in their fields, including teachers in demonstration schools or in local school systems, may often be used in enriching the program, but at least one full-time faculty person should be on appointment in each area, in addition to any part-time persons who may be used.

Faculty members offering professional courses which relate directly to the instructional program for children and youth in an area of exceptionality should have had appropriate preparation and related experience in that area. Institutions offering graduate training should have all necessary facilities for research and employ faculty fully competent to conduct and supervise research.

Curricula (For additional information, see chapters dealing with particular areas of special education.)

A liberal arts education is an essential ingredient in the professional preparation of the special educator. This should blend into general professional education and ultimately into specialized professional preparation. The extent and kind of general professional education will vary with the different areas of exceptionality in accordance with the amount of subject matter teaching involved and the level of teaching. There is apparent professional consensus that the preparation of special education personnel should include a common core of knowledge related to human learning, child development, differential psychology, language development, skills in psychoeducational procedures and remediation, and motor development in children.

Students in all special fields should have at least introductory knowledge concerning characteristics, prevalence, educational procedures, research, and relevant resources for all major categories of exceptional children. In each area of exceptionality for which accreditation is sought, there should be provision for at least the following content or experiences: (a) nature, needs, and problems of children with the exceptionality;

(b) methods and materials in the education of the particular group of children; (c) history, philosophy, and research relevant to the particular field and to exceptional children generally; and (d) a broad program of laboratory and field experiences.

Complete sequences for preparation of teachers should be offered regularly in a setting which provides an adequate library as well as adequate opportunities for practica and other necessary educational experiences. Summer preparation should be offered only in institutions with year-round programs in the particular area(s) of specialization.

Full-time residence study during undergraduate preparation is essential. A period of full-time residence study is also necessary at the postbaccalaureate level for degree candidates or for persons who are seeking certification in special education at this level. The "shopping around" of nondegree-seeking persons desiring special education certification should be discouraged. An institution cannot assume responsibility for the professional competence of such persons and should guard against undue mobility by requiring that the major portion of preparation be taken in residence before students are recommended to state agencies as having successfully completed a sequence of courses leading to certification. This demands a close working relationship between state education agencies and teacher preparation institutions.

Summer preparation has an important place in continuing education and for the student in residence during the regular academic year. The full-time residence study of the person obtaining preservice specialized professional preparation should not, however, consist solely of summer preparation.

The trend to five-year programs is endorsed. As yet, however, there is not professional consensus on the patterns such programs will take, nor has the baccalaureate level of preparation been dismissed as a continuing possibility in some areas of special education. Since no firm data support the superiority of any one pattern, flexibility in programing is needed.

Practica[1] (For additional information, see chapters dealing with particular areas of special education.)

Contact with children should begin early in the student's career and continue to increase in variety and intensity until the completion of formal preparation. Guided observation should constitute the initial contacts. Observations should be followed by demonstration and participation as an integral part of theoretical courses. Next should come student teaching, characterized by thorough supervision from the sponsoring institution. In some situations, this may be followed by a period of internship with less supervision and more independence and responsibility and often with the intern paid a portion of a professional salary.

Practica experiences should be preceded by or be concurrent with parallel coursework. The student's reactions to these experiences should not be overlooked as a continual screening and evaluation device. Practica experiences should include contact with both normal and exceptional children, children of varying ages, and children in various educational settings. The extent and kind of such contact will vary with the different areas of exceptionality

Student teaching. The program in student teaching should reflect careful and cooperative planning among various groups to assure the provision of superior opportunities for preparation. Programs may be established in campus, community, or residential settings. The location of the program is less important than the opportunity to work in adequate facilities with a master teacher who is qualified for this important role.

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[1] The importance of the practica experiences is emphasized in the preparation of teachers for the mentally retarded, pp. 33-36.

The cooperating professional staff (that is, supervisors, principals, and teachers), whether on campus or elsewhere, should be perceived by the college staff as colleagues and associates in the teacher education endeavor and should so regard themselves. The cooperating staff must perceive and accept their professional responsibility for assisting in the preparation of future teachers of exceptional children. To this end, cooperating staff members should be continuously involved in the implementation and improvement of the entire preparation program.

The cooperating teacher should have the ability and desire to work with student teachers and should evince the professional background and teaching competence necessary for his role. He should have completed an advanced academic program in his area of specialty, should possess any credentials appropriate to his specialty, and should have taught for at least two years in the special area in which he is preparing the student.

Close and continuing guidance should be given the student during his student teaching experience. This requires that the college supervisor be allocated sufficient time to make at least two supervisory visits each month and that he have time and opportunity for conferences both on the campus and in the school setting. The student teaching assignment requires that the supervisor participate in various ways in the identification of desirable teaching situations, in general professional growth programs for the students, and in evaluation and improvement of the total program, as well as in group conferences with the student and the cooperating teacher.

The college supervisor should have the skills and knowledge expected of the cooperating teacher. In addition, his responsibilities require knowledges in all areas of general and special education and breadth of professional experience. A superior level of academic and practical competence is required of the supervisor in his role as general guide and coordinator of the student teaching experience.

Facilities

Facilities for preparing teachers of exceptional children should include:

1. A library, meeting general accreditation standards, which includes: (a) a broad collection in the field of education and all standard reference material, (b) an extensive collection in special education, and (c) all standard works in the particular area(s) of specialization.

2. Adequate curricula materials in education, special education, and the particular area(s) of specialization.

3. Clinical facilities in such fields as medicine (including appropriate special branches), rehabilitation, speech correction, psychology, audiology, and remedial instruction. If not available on the campus, such clinical facilities should exist in accessible communities and be utilized by the special education department in offering practica experiences.

4. Community resources, including day school and residential school facilities for children at the preschool, elementary, and secondary levels; rehabilitation centers; social case work agencies; and diagnostic and treatment agencies.

4. BEHAVIORAL DISORDERS[1]

Teacher Education Programs

Standards pertaining to institutions offering preparation programs for teachers in special education appear in Chapter 3. Supplements to these standards with respect to the preparation of teachers of children and youth with behavioral disorders appear below. In addition, competencies supplementing the sections on curricula and practica in Chapter 3 and needed specifically by teachers of children and youth with behavioral disorders are developed in the major section entitled Areas of Professional Competence.

Despite a growing body of knowledge concerning education of children with behavioral disorders, the present lack of certainty predicates flexibility in both training of teachers and educational programing for children. The types of children as well as the educational settings vary widely. Though special classes are prominent, teacher preparation should allow for other patterns of teacher staffed psychoeducational service as well.

Level of Preparation

The standard training sequence that should be anticipated is completion of the fifth year or masters degree. Although undergraduate certification programs will continue, major emphasis should be put on complete qualification through an integrated program leading to an advanced degree properly differentiated for work at the preschool, elementary, or secondary level and with especial emphasis on practicum where eventual placement is anticipated.

Whatever the general outline of the institutional training sequence, appropriate attention should be given to individualized program planning for each student. The teacher needs to develop unique competence in helping the child adjust to himself and others as well as competence in assisting the child to acquire knowledge and skills. The competency of the candidate can be judged only in his role as a teacher, that person who is in close, continuous, and positive relationship with the pupil for his development of knowledge and skills as well as adjustment.

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[1] Children and youth with behavioral disorders are those who consistently respond to life situations in an inappropriate manner as appraised by competent professionals. There is frequently significant damage to the sense of self-esteem. They may be variously designated as neurotic, psychotic, or character disordered, and their aberrations may range from mild to virtually complete. Inabilities may manifest themselves in school accomplishment, social relationships, or feelings of self-adequacy and may result both from experience and/or biological limitation.

Selection of Candidates

An institution preparing teachers should have a clearly stated philosophy regarding special education, the function of liberal education and professional preparation, the role of the teacher of behavioral disorders, and the process for selection of the specialized teacher.

Factors to be considered in the selection process are the student's motivation, overall personal adequacy, and maturity as well as the intellectual capacity to function as a teacher of disturbed children. The personal, intellectual, and academic characteristics of the prospective teacher should enable him to be educated to make maximum adjustments for children who are themselves relatively unable to make adjustments. It is recognized that academic record, tests, scales, biographical material, or interviews do not provide a complete basis for final selection, but such material should be collected, studied by the admissions committee, and used by the student's advisor. It is recommended that each individual preparation program spell out selection and screening criteria deemed of special importance for the type of teaching envisaged (empathic potential, sensitivity, humor, ego strength, etc.) and that, where possible, these criteria be operationally defined and evaluated through research efforts relating to actual performance. This is especially important since, at this point, research support is lacking for the desirability of any syndrome.

When there is cause for reasonable doubt, a pretraining practicum can be incorporated in the selection process. Innovative and creative characteristics should not be sacrificed to the perfunctory and conforming profile. It is anticipated that the student's potential for growth would be a major concern and that the cultivation of self-insight regarding the personal and professional role would be a planned part of the preparation program.

Finally, since selection is a progressive matter determined by a series of actual performances with children as well as by preselection, contacts with normal and disturbed children should be initiated early in the preparation sequence. It is recognized that placements will vary in class size, types of children, backup support offered, etc., and that this must be taken into account in evaluating performance. When a student's inadequate performance indicates unsuitability in the program, the institution shares the responsibility of helping him identify a more appropriate professional goal as soon as possible. Since the criterion for success is competent functioning on the job, the institution should maintain contact with the graduate through the critical first years.

Evaluation

Both undergraduate and graduate programs require continuous review and evaluation. Built-in processes to accomplish this are a necessary part of quality preparation programs.

Evaluation of students should include pre- and postprogram study of candidates; surveys of student's attitudes, personal characteristics, and teaching skills acquired; and follow-up evaluations into the first teaching year. Follow-up studies of the teacher's performance as well as his evaluation of the preparation program can serve to monitor college preparation.

Areas of Professional Competence

General and Professional Preparation

Prior to specialization, the teacher should follow a sequence of general liberal education. The usual subject matter preparation and professional education required for regular classroom teachers at the parallel elementary or secondary level is recommended.

The teacher of children with behavioral disorders needs to understand normal child and adolescent development and to apply appropriate educational methodology even more intensely than the regular classroom teacher. Dual preparation may offer opportunities for alignment of experiences in such a manner as to reduce both duplication and extensive accumulation of hours in professional work.

The teacher should have the ability and personality to work with other professional staff as a co-equal team member.

Specialized Professional Preparation

Educational therapy is accomplished through the teacher's management of individual and classroom behavior, curriculum modification, and teacher-pupil relationships. To this end, the following areas suggest the nature and content of specialized training. It is anticipated that sequences will be designed to integrate with programs in the local college and be guided by job opportunities.

1. Developmental-dynamic psychology. Etiology, diagnosis, and nature of therapeutic interventions for both the disturbed individual child and family with clinical pathology; working knowledge of psychological procedures and interpretation of psychological reports and test reports; learning theory and new concepts in behavior modification; the milieu and multi-disciplinary teams. Knowledge of normal personality development serves as the base.

2. The community. Areas of stress in modern society; particular effect of growing up in deprived and/or delinquent environment; social values and the illness concept; social class and mental illness; community agencies and services.

3. Group process. Group dynamics, group counseling, ability to control children in groups, and leadership roles.

4. Learning processes. Learning theory applied to instruction of disturbed children; specific methods of education and re-education, educational diagnosis, and planned remediation; assessment of developmental status with regard to visual and auditory perception and discrimination, cognitive processes, memory and expressive language, gross motor coordination; techniques developed by special practitioners.

5. Teaching children with behavioral disorders. Teachers' roles in counseling and interviewing techniques appropriate in the educational setting with pupils, parents, and other teachers; curriculum development, special teaching methodologies, and classroom procedures; use of dramatics, crafts, music, art, dance, etc.; current issues and research in the field.

Practicum

Several principles are important in the student's laboratory experiences. The program should emphasize educational work with disturbed children. Practicum should cover a variety of settings, including regular classrooms, which are selected for their high level of work, master teachers, and nature of clientele rather than mere accessibility. Practicum locations should work in close liaison with the institution. All involved staff should recognize the need for and welcome the opportunity to engage in the teacher preparation program. Institutions should work with cooperating facilities to improve their services and develop positive attitudes toward the professional preparation program. The essence of satisfactory practicum lies in intense supervision achieved through individual supervisory meetings, case conferences, and seminars; this implies highly trained supervisors.

Practicum should be introduced early and continue through the preparation. Not all students, however, need the same amount or even the same sequence of laboratory work, and experience should not be made an assembly line production. As a consequence of individual differences, some students may need a longer, more complex series of experiences than others. Mature students should have the opportunity to progress more rapidly. Practicum placement should be at a series of levels ranging from observation to full participation and give consideration for both tutorial and group work situations. Direct experiences should be closely coordinated with appropriate courses, seminars, and supervision so that the learning potential is maximized. Field placement alone does not constitute a total program of preparation.

Core practicum should be offered in special public school classes, classes in residential treatment centers, hospitals, training schools, and day care clinic and special school programs. Students should also be placed in other situations such as clinic settings, tutoring disruptive children, summer camps, or recreational work. For the advanced students, practicum should be individually planned in order to encourage development of specialization; repetition of initial or already acquired general experience is not sufficient. Special attention should be given to developing competency via interdisciplinary collaboration.

5. THE DEAF AND HARD OF HEARING

Teacher Education Programs

Standards pertaining to institutions offering preparation programs for teachers in special education appear in Chapter 3. In the present chapter, professional competencies needed specifically by teachers of deaf and hard of hearing children and youth are developed to supplement the sections on curricula and practica in Chapter 3 and to serve as guides for those organizations concerned with certification and accreditation in this area.

Areas of Professional Competence

These guidelines for professional standards are concerned with basic areas of knowledge and skills considered essential for the professional preparation of teachers of deaf and hard of hearing children. In this context, these children may be described as those who require special educational services because of: organic hearing deficit; communication disorders related to hearing loss; or language impairment related to inability to acquire language skills through the usual auditory channels. The recommendations, while setting forth high but realistic goals commensurate with the technologic and scientific knowledge presently available, also provide sufficient flexibility in organization to allow teacher preparation institutions to keep pace with new knowledge and experimentation in programing.

As stated in the introduction to Part Two, the content areas presented in the guidelines are not to be considered as course titles. It is to be expected that certain areas of content logically will precede or be coordinated with others and that not all will merit equal emphasis in the program. However, this statement does not presuppose a temporally ordered plan, nor does it preclude a variety of approaches to the attainment of the goals. Organization of the content material into sequential and related courses is the responsibility of the individual teacher preparation institution.

The role of the teacher of the deaf and hard of hearing has been considered in relation to today's educational needs, and the knowledge necessary to meet these needs is indicated. The teacher must be skilled also in techniques of guidance and counseling since he is expected to enable the deaf and hard of hearing child to attain independent functioning at maturity and must work closely with parents and various agencies.

A plan for the development of competencies and knowledge believed to be essential for the preparation of all teachers of deaf and hard of hearing children is outlined without defining the prior background of the individual student. The following general areas are identified: general professional preparation for teachers and specialized professional preparation, including core knowledge for teachers of deaf and hard of hearing children, specialization at a specific educational level within the field of the deaf and hard of hearing, and practicum.

Although ultimate attainment of these goals will inevitably extend beyond a year of concentrated training, specific time schedules should depend upon the previous experience and preparation of the individual student and upon the organization of the individual teacher preparation institution.

General Professional Preparation

It is proposed that the curriculum include study in the following subject areas either concurrently with or prior to enrollment in the basic core program for preparation as teachers of the deaf and hard of hearing: psychology; human growth and development; mental health; guidance and counseling; tests and measurements; learning theory; educational technology; language development; and curriculum planning and content.

Specialized Professional Preparation

I. Core Knowledge

Professional competence in teaching deaf and hard of hearing children requires a broad background of appropriate information concerning deafness itself as well as the characteristics of the deaf child and adult. Early severe or profound hearing loss deprives the individual of the use of the primary channel for learning language, the sense of hearing. The deaf and hard of hearing are required to develop verbal skills through other senses, namely the visual, tactual, and kinesthetic systems, aided by whatever auditory residual may be used. A system of interpersonal communication must be initiated as early as possible to assure adequate psychological and emotional adjustment and mental growth of the deaf child. Consequently the teacher of the deaf must draw on many fields for his knowledge: anatomy (structure, function, and pathology of the auditory-speech system); linguistics (language growth and development; phonological, morphological, and structural linguistics; and language dysfunction); psychology (personal adjustment, learning theory, motivation, and concept formation); sociology (minority groups and the cultural patterns of the deaf); history (knowledge of the profession and the philosophies underlying methodologies which influence the education of the deaf); audiology (techniques of pure tone and speech audiometry and paedoaudiology); education (development of suitable curricula and methodology, research in teaching, assessment of educational achievement, and preparation and use of audio-visual materials); and guidance and counseling (inter-relationship of deaf children at various ages and their parents, group dynamics, and vocational counseling).

A. Information concerning exceptional children other than the deaf and hard of hearing

It is not the intent that this be a course in the education of exceptional children per se, but a teacher of the deaf and hard of hearing should be aware of problems, both educational and psychological, presented by other handicapping conditions.

B. Historical, philosophical, psychological, and social aspects of the education of the deaf and hard of hearing

Professional competence requires a broad background of appropriate information such as: knowledge of the history of the profession and of the philosophies that underlie procedures and methodological viewpoints; knowledge of the contributions of peripheral fields, such as psychology (techniques of measurement, sensory deprivation, learning, and personality development), speech pathology, and medicine (neurology, otolaryngology, and pediatrics); and the ability to evaluate critically these contributions and their implications.

C. Communication science

Different degrees and types of deafness restrict the ready input of spoken information and thus alter and retard language growth. Therefore, the fundamental focus in the education of deaf and hard of hearing children is on language, including the development of syntax and vocabulary which underlie all aspects of receptive and expressive language. The teacher of the deaf must be cognizant of the several methodologies used in developing language in deaf and hard of hearing children and demonstrate proficiency in at least one method.

1. Auditory-speech system. An understanding of the structure and function of the auditory-speech system is essential to prescribing methods for developing speech and language in deaf and hard of hearing children. Knowledge of the sensorimotor system(s) involved in the comprehension and expression of speech and of the inter-relatedness of structure and function among the auditory, visual, and tactual systems in the child with deafness is considered basic to the development of effective communication and reduction of consequent deficits in the overall growth of the child.

2. Deficiencies in the human communication system. Deficiencies within the auditory system and concomitant problems in comprehension and expression constitute another area of study because of their direct impact on the development of language. Knowledge of techniques and practices of audiological assessment, using both pure tone and speech stimuli, is basic to understanding pathologies of the auditory system and the rehabilitative procedures to be employed. Current and emergent knowledge of audition in relation to type of loss, degree of impairment, the audiometric configuration, and the components of the defective system are significant in the teaching-learning process of deaf children. An understanding of disturbances in the various parts of the auditory system and related brain and central nervous system structures is a necessary aspect of this area of study. Consideration should be given to common and pertinent breakdowns in visual and tactual-kinesthetic functions. Observation of various types of auditory and speech disabilities and combinations of disabilities should supplement the didactic course work.

3. Linguistic science. An emerging need in the preparation of teachers of the deaf and hard of hearing is in the general area of linguistic science. Linguistic science and psycholinguistics provide knowledge of the complex, abstract, and infinite variety of language behavior which contitutes the core of the problem of educating deaf children. Exposure to linguistic theories is desirable if the teacher is to understand linguistic behavior and to take advantage of normative data currently resulting from the study of language in both the normal and the language impaired child. Such an introduction includes the neurophysiological and psychological-situational factors influencing the acquisition of speech and the total language behavior of an individual. This is expected to broaden the teacher's understanding of the basic language deficits of deaf and hard of hearing children and to serve as a means for understanding the literature and modifying classroom procedures.

4. Speech science. Much reported research into speech as a signal system has particular significance for the teacher of the deaf and hard of hearing who must employ known and new techniques for developing communication skills. This includes phonetics, the sensorimotor aspects of articulation and phonation, and the psychoacoustical aspects of speech and voice.

5. Amplification systems. Demonstrable profit from the use of hearing aids, group and individual, demands that the classroom teacher understand both the theoretical and the practical aspects of electronic hearing aids. Appropriate utilization by those with deafness is in direct ratio to the teacher's understanding and knowledge of hearing aids, their characteristics, and their function. Consideration should be given to the psychoacoustic aspect of amplified sound along with a realistic appraisal of the limitations and advantages of group and individual hearing aids as well as the variety of problems arising from their use.

6. Language reception and expression. Special competencies needed by the teacher of deaf and hard of hearing children derive from the difficulties encountered in initiating the verbal symbol system without normal auditory feedback. Preparation of the teacher must include thorough and complete understanding of the special means of enabling the child to acquire proficiency in receptive and expressive language. Language development is dependent upon the exploitation of residual hearing and the establishment of visual thought comprehension. The expression of thought and feeling through speech and written language or manual communication requires thorough understanding of the inter-relationship of the process involved in language reception and production.

   a. Receptive verbal language. Preparation for teachers in the use of residual hearing includes knowledge of: the developmental aspects of hearing; the relationships between auditory threshold and anticipated reception and perception of the speech signal; the phonetic power of speech sounds; and theories and principles applied to auditory training of deaf and hard of hearing children. Requisite skills to be developed include: the provision of auditory experience for varying levels of hearing,under optimal listening conditions initially; the appropriate use of auditory equipment; and the development of auditory responses to a variety of stimuli but related specifically to language. Consideration also should be given to available research reporting the effects of: intensive and consistent auditory training; self-monitoring; the perception of speech signals; enriched language development; improved educational achievement; and early auditory training in relation to ultimate attainment of a functioning auditory modality.

   The visual system is the basic system to which deaf and hard of hearing shift for intake of information. Speechreading (lip reading) in the preparation program includes knowledge of: techniques of initiating language in the home and school through very early parent-child communication; speechreading as a developing language process; the limitations and conditions under which it functions effectively; and the relationship between vision and the other sensory systems in the perception of spoken language. Implicit in this area is the development of skills in: devising techniques to improve visual span, retention, and recall; the use of normal articulation to prevent exaggeration of lip and tongue movement and overuse of gesture; and refining the speechreading ability of the maturing deaf and hard of hearing person. A second and most important visual approach to overcoming the language deficiencies imposed by deafness is reading, which requires that the teacher have knowledge of: special means for providing growth in reading vocabulary; reading theories and practices ensuring comprehension; methods of teaching reading at different developmental levels; the role of dramatization in enhancing comprehension; and research in reading disabilities. The teacher should, therefore, acquire skill in: developing understanding of the printed symbol; providing successful reading experience regardless of level; inculcating a desire to read; using audiovisual aids to improve visual-motor skills related to reading; expanding the child's experience vicariously; and assuring comprehension without confusing the speech or the reading function or violating pleasure in the printed symbol. Study of a third visual system includes knowledge about manual communication for the reception of language, its value and limitations in learning language, and research in fingerspelling and the language of signs as a reinforcement to the learning of language.

b. Expressive verbal language. To develop speech in deaf and hard of hearing children, the teacher is required to have knowledge of: the orthographic systems used; physiological and psychological aspects of initiating and developing oral expressive language; feedback mechanisms involved in speech production; methods for evaluating speech competency; and research pertaining to the development of speech in normal hearing persons as well as those with deafness. Through intensive practice the teacher must acquire skill in: motivating deaf children to communicate orally; providing formal and informal experience for stimulating speech; using combinations of sensory systems for reinforcement of speech; developing diagnostic teaching techniques; identifying defects in rhythm, articulation, and phonation; interpreting sonographic tracings and other data as a means of identifying speech errors; using corrective procedures for eliciting and encouraging appropriate responses; and determining needed referral to other specialists for assessment of additional handicaps which may modify speech development.

The understanding of written expressive language requires knowledge of: the structure of language and the development of competency in sentence formulation; commonly used methods for developing written and oral language; procedures for encouraging the development of written skills; and the types of composition and their application to the educational and social needs of the deaf and hard of hearing. The teacher should acquire skill in: initiating growth in visual self-monitoring; developing a variety of expressions with identical meanings; determining errors in written language; and applying techniques for developing appropriate concepts.

Knowledge of and skill in the use of manual communication systems as an expressive language method may be desirable, but is not mandatory, for teachers of the deaf to acquire for use with certain deaf adults and for teaching purposes in those schools where fingerspelling or the simultaneous method is used in teaching. The advantages and disadvantages of such a communication system should be objectively conveyed within the course work outlined in this total area of communication science.

Summary

The development of compensatory systems of communication in the deaf child entails the integration of knowledge from many fields among which are: psychology (learning behavior, factors of motivation, reinforcement, cognition, and concept formation); physiology (anatomical and neurological factors influencing communication); counseling (counseling and guidance of parents and children, and mental health); education (evaluation of curriculum, methods, and research in teaching; assessment of educational achievement; and preparation and use of audiovisual material); audiology (evaluation and effective use of residual hearing and amplification systems); and neurology (recognition of disturbances which necessitate employment of additional or different techniques in the teaching-learning process for children with impaired hearing).

II. Specialization within the Field of the Deaf and Hard of Hearing

A. Nursery and kindergarten levels

Nursery and kindergarten training for deaf and hard of hearing children during the years prior to ordinary school age (from birth through five) is critically important to their physical, mental, social, and emotional growth. It is during this period that the bases of language, personality, and fundamental attitudes toward learning are laid. The teacher of these children is a special person, second only to the parent in influencing the early development of the young child's attitudes and feelings. Therefore, the educational preparation of the nursery and kindergarten teacher should provide for the knowledge and professional skills to enable these children to attain their greatest potential.

In order that the teacher be prepared to create a learning environment that will promote the full development of the young child, educational preparation should provide a knowledge and understanding of: the growth and development of the infant and child, the normally hearing, and the deaf and hard of hearing; classroom schedules and physical settings that will create an emotional climate in which children can mature and develop; social group activities that help to modify behavior and create opportunities and desire for communication; the educational value of play; the use of sensory experiences to stimulate intellectual growth and foster learning; the variety of materials, equipment, and experiences required to provide opportunity for growth and development of large and small muscles; and experiences and materials that are necessary to provide for appropriate language stimulation and growth.

The teacher should be knowledgeable and skilled in planning experiences that will provide for the establishment of basic concepts upon which later curriculum will be based.

In addition to the competencies indicated in the core program, in which all aspects of language are studied and observed over a wide age range, the teacher of this level should have: an understanding of the need for emphasis on development of receptive language prior to and in conjunction with expressive language; knowledge of techniques for the development of speech; knowledge of paedoaudiology (auditory behavior; the use of amplification and auditory stimuli to develop awareness of sound, a listening attitude, and auditory patterns in growing children); and knowledge of the development of nonverbal reasoning.

Parental guidance is of major importance at this level. The effectiveness of the child's learning depends to a great degree upon the parent's understanding of the processes involved in the development of language and communication skills and his ability to reinforce such experiences in the home community. Therefore, the teacher should be equipped to provide educational guidance for parents and to make appropriate referrals.

B. Elementary level

Preparation of teachers of deaf and hard of hearing children at the elementary school level should include information basic to: the development of cognition; the development of oral and written language proficiency; the acquisition of factual information relating to basic school subjects; and counseling and guidance which develop sound attitudes towards self and others.

Since language is the core of the instructional program, preparation of the elementary teacher should include: knowledge of evaluation, implementation, and use of current and emerging language systems; competency in providing learning situations employing self-discovery, thus establishing appropriate feedback systems for independent functioning; skill in utilizing all sensory input systems (auditory, visual, and tactual) in the developmental process of building a language system; knowledge of the relationships between language and thought; and skill in manipulating the learning situation to provide for acquisition of factual information.

The teacher should be knowledgeable and skillful in the construction and use of manipulative, visual, and auditory aids to reinforce learning in the school subject areas, to simplify and clarify the establishment of concepts, and to enable each pupil to learn verbally and nonverbally through structured learning intervals.

The teacher should be skillful in diagnostic teaching and in providing for individualized techniques to compensate for the differences among pupils based on prior experience, rate of learning, and other developmental and behavioral characteristics.

In addition to having the competencies indicated in the core program, it is important that the teacher be knowledgeable in specific areas of language development at the elementary level including: reading methods for the normal and deaf; the essentials of written language; speech development and techniques of speech correction including voice production, intonation, and phrasing in relation to thought; the provision of structured experiences to develop skills in communicating in a variety of social situations; speechreading; and language for mathematics, social studies, science, and other school subjects, including vocabulary and constructions peculiar to these areas.

The teacher must be highly competent in developing knowledge and understanding in social studies and in the laws of science which influence daily life, and should have knowledge of recent approaches to conceptualizing number and relationships in the symbol system of mathematics and in its application to everyday life.

The teacher must develop understanding of human behavior and motivation, including knowledge of adolescent psychology, educational guidance, and counseling both for the normal and the deaf. Preparation should include such additional techniques as the development of proper study habits and the interpretation of medical, psychological, and sociological reports.

Development of creativity is essential at this level both for purposes of self-realization and as a medium of communication. Emphasis on the development of maturing interests as potential talent to be developed for vocational or avocational activities may be critical in terms of life goals.

C. Secondary level

Some teachers will teach at the secondary level in schools for the deaf; others may be employed in educational situations where their primary responsibilities may be tutorial in nature in addition to providing specialized instruction in the communication skills. Therefore, it is desirable that teachers at the secondary level have a major in the particular content area which they expect to teach and a minor in a second content area.

Secondary school teachers of deaf and hard of hearing students should have knowledge of the psychological, social, personal, and vocational needs of the normally hearing as well as the deaf and hard of hearing adolescent. In addition to possessing the competencies indicated in the core program, these teachers should be skillful in developing, correcting, and improving communication skills appropriate to this level. Language competency should include the ability to guide the deaf student toward the mastery of communication skills, both receptive and expressive, to meet vocational, instructional, and social demands. It is expected that the teacher of secondary deaf students will be proficient in English, and it may also be advisable that he be skillful in fingerspelling and the language of signs.

D. The multiply handicapped child

Some deaf and hard of hearing children have severe concomitant physical, mental, or emotional disabilities such as orthopedic problems, behavioral disorders, impaired vision, mental retardation, or disorders of language acquisition due to cerebral dysfunction. To realize their potential, such children should receive instruction from teachers who have special preparation both in the education of the deaf and hard of hearing and in the area of the additional handicap. Opportunity for dual preparation in all of these areas is not now available, due to limitations in knowledge and to the absence of educational programs to fulfill the practicum requirements. The standards outlined below apply to the preparation of teachers of two groups of such multiply handicapped children: those with generalized intellectual retardation involving both verbal and nonverbal behavior and those with specific learning disorders resulting from cerebral dysfunction.

1. Specialized preparation for the teacher of educable mentally retarded deaf and hard of hearing. In addition to the core curriculum for the deaf and hard of hearing, the prospective teacher of the educable mentally retarded deaf and hard of hearing children should acquire the knowledge and skills of the teacher of the mentally retarded. This will entail intensive study of their psychological, social, physiological, neurological, and educational deficiencies and characteristics. The teaching materials and procedures developed within this field of special education must be explored thoroughly. This involves understanding of the capacities and limitations of the educable mentally retarded, the setting of realistic academic and vocational goals, and the effective use of teaching techniques and materials.

   To prepare this special teacher of the deaf and hard of hearing, the use of present programs and curricula for the preparation of teachers of the mentally retarded is recommended. However, the opportunity must be provided to synthesize this knowledge from the two fields of special education and to develop the ability to adapt and apply this information to the child who is mentally retarded as well as hearing impaired.

2. Specialized preparation for teachers of children with specific learning disorders due to cerebral dysfunction. In the population of deaf and hard of hearing are a number of children who present problems in language acquisition which cannot be explained on the basis of the auditory deficiency or generalized intellectual deficit. Among this group, the language learning disability may be due to a variety of disorders of cerebral function such as disorders of perception (visual, kinesthetic, tactual, auditory); of motor behavior (dysarthria, dyspraxia, spasticity); of symbolic reception, retention, recall, association, production (aphasia, dyslexia, dysgraphia, dyscalculia). In addition to the core curriculum for the deaf, the teacher of these multiply handicapped children should acquire the knowledge and skills of the teacher of the child with cerebral dysfunction. This will entail experience in the recognition and evaluation of these various disorders and knowledge of their neurological bases. It will require thorough familiarity with the educational methods and techniques developed in the field of speech pathology, particularly the area of aphasia, and in the education of the perceptually disordered child.

III. Practicum

A. Core

Broadly defined, practicum encompases all aspects of the teacher preparation program which bring students into direct contact with deaf and hard of hearing children and adults of varying ages in professional situations to (a) develop insight and understanding of the problems involved in the education of deaf children and (b) provide a rich background of experience.

Four broad areas of experience are defined within the practicum of the teacher preparation program: observation, participation, clinical practice, and student teaching.

1. Observation. Observation consists of a variety of experiences designed to develop an understanding of deaf and hard of hearing individuals and their educational needs. It involves knowledge of various facilities, services, and settings as well as observations of teaching planned to illustrate principles, procedures, and techniques associated with didactic material; to provide sequential and developmental programs with specific classrooms; and to develop an understanding of the interrelation of the subject matter.

2. Participation. Participation includes experiences providing services for deaf and hard of hearing children and adults in home, school, and community agencies. This should be under the direction of qualified individuals who can assist in evaluation of the experiences.

3. Clinical practice. Clinical practice is defined as working with an individual or individuals carrying out diagnostic evaluations, educational assessments, counseling, and tutoring in subject matter and/or communication skills.

4. Student teaching. Student teaching is defined as that experience in

which the student assumes the role of the instructor in the classroom situation. At this time he is responsible for group instruction, classroom management, and lesson and unit planning. Student teaching should be at a minimum of two educational levels. Two hundred and fifty clock hours is considered the minimum time for student teaching. This does not include time spent in observation, participation, or clinical practice.

a. Facility(ies). The student teaching should be conducted in a quality facility or combination of quality facilities which provide experiences with:

   (1) A relatively homogeneous group made possible by a sufficient number of children.
   (2) A sequentially ordered curriculum within the program.
   (3) Different educational levels.
   (4) Children with varying abilities.
   (5) A cooperating teacher who is certified in teaching the deaf.
   (6) A supervising teacher who is a certified and experienced teacher of the deaf.

b. Personnel. The responsibilities and duties of the personnel may be divided among the university coordinator of the educational program, school coordinator, and the cooperating teacher.

   (1) The responsibilities of the university coordinator are programing, evaluating, and interpreting the student teaching experience.
   (2) The responsibilities of the school coordinator are serving as an avenue of communication between the university program and the student teaching facility and interpreting the overall program in relation to policies within the school.
   (3) The responsibility of the cooperating teacher is providing opportunity for the student teacher to develop competency in: diagnostic teaching; planning of instruction; use of plans and teaching materials; evaluating plans, materials, and instruction; record keeping; and reporting to parents.

B. Specialization in educational areas

An appropriate amount of the 250 clock hours devoted to student teaching should be allocated to the level of specialization (nursery and kindergarten, elementary, secondary, and multiply handicapped).

Resource Materials

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Mackie, Romaine P. Teachers of children who are deaf. U. S. Office of Education Bulletin 1955, No. 6. Washington, D. C.: Government Printing Office, 1956.

Minimum course requirements to be included in a program for preparation of teachers of the deaf in centers meeting the standards approved by the Conference of Executives of American Schools for the Deaf. In Training Centers for Teachers of the Deaf. A brochure published by the American Instructors of the Deaf and the Conference of Executives of American Schools for the Deaf.

Resource Materials (continued)

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6. THE GIFTED

During the past 15 years, institutions throughout the country have become concerned about the education of the gifted and in a few instances have begun to offer preparation sequences for those interested in specialization in this area. This development in colleges and universities reflects the gradual growth of differentiated educational opportunities developing in the lower schools and the increasing need for teachers[1] who can work appropriately with gifted young people.

The urgency of need for school personnel who understand the learning problems of the gifted is apparent. Today's regular elementary school curriculum is quite often inadequate to meet the needs of the gifted child who may enter school already possessed of the skills taught in the primary grades. As the child grows older, the problem magnifies rather than diminishes, particularly if the child has had some opportunity to learn from appropriate content. As he learns at greater speed from more complex materials, his deviation from the average in performance and interests also becomes greater. Unless the curriculum provisions at the primary grade level and throughout subsequent years are adequate, the gifted child may never realize or develop his own uniqueness and, as a result, his maximum productivity may not be utilized. If the student lacks incentive, he may be prone to achieve more like an average child than a gifted one.

The loss of achievement has the concomitant effect of generalized frustration and dissatisfaction which derive from the lack of opportunity to use one's capacities in satisfying fashion. On the other hand, if the unique learning needs of the gifted individual are adequately met, the natural drive for achievement is likely to remain, and his energies will be directed toward meaningful accomplishment rather than toward the completion of unchallenging requirements.

With adequate educational planning for the gifted in the public schools, untold benefits could result. Consistent, sequential programs have been difficult to realize within the modern structure of mass education. Yet if individualization for the gifted occurred consistently throughout the grades, the resulting contributions to humanity would be endless. Such individualization depends directly upon the availability of fully prepared school personnel who understand the gifted and their educational needs.

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[1] It is recognized that many persons in the schools, and out of the schools as well, contribute directly to the education of the gifted. The term teacher should be regarded as generic, to include many types of teachers and other specialists.

At present, most of the efforts toward improved teaching for the gifted consist of one or two courses at an institution for teacher education, summer courses and workshops, and brief inservice courses. Very few institutions have developed a carefully planned program of studies. Any such program should develop within certain minimal conditions which are necessary to its success.

Teacher Education Programs

Standards pertaining to institutions offering preparation programs for teachers in special education appear in Chapter 3. Supplements to these standards, concerning factors in the preparation of teachers of the gifted, appear below. In addition, professional competencies needed specifically by teachers of the gifted are developed to supplement the sections on curricula and practica in Chapter 3 and constitute a major section of this chapter.

Faculty

General faculty support and understanding are necessary to the success of any special program, including programs for the preparation of teachers of the gifted. Although one person should be directly responsible, the program should be viewed as multidisciplinary in nature and should recognize and encourage contributions from persons outside the college or university community as well.

Faculty within the institution should support the four conditions listed below as necessary to the success of a teacher education program for the gifted. Such support is particularly vital within the teacher education faculty itself. There should be:

1. Knowledge of and sensitivity to the unique characteristics of the gifted; support of the need for differentiated educational provisions for the gifted.

2. Selection of teacher candidates who demonstrate superior knowledge and ability and who understand the significance of differential capacities in the gifted.

3. Access to demonstration facilities which provide opportunity for the gifted to learn without unwarranted restrictions, and thus provide for the student trainees an opportunity to observe and understand how the gifted can function when given sufficient and appropriate opportunities.

4. A learning climate within the college or university which exemplifies that which is appropriate for learning by the gifted, including faculty members actively demonstrating those qualities which are basic to success in teaching the gifted; an environment which provides open opportunities for learning; individually planned programs which are directed toward preparing candidates for the specific task of providing differential education for the gifted; flexible means for evaluation to determine completion of course requirements; opportunities for independent study, demonstration, participation in teaching and research, discussion of issues, and inquiry. The learning climate described herein is important in the preparation of all teachers but essential in the preparation of teachers of the gifted. Training programs must be kept flexible enough to bring in the finest, most able, creative teachers.

Programs

Assuming that these essential conditions are met, the following more specific provisions should be made to assure an appropriate program of studies.

1. Time and responsibility for program planning and development should be assigned to one person on the faculty. Additional persons will be involved in teaching, but the coordination of responsibility should be specifically delegated. This person should have achieved recognition in the field of the gifted and should have a doctoral degree, except in rare circumstances where the individual has achieved marked recognition in the field.

2. Facilities which provide opportunities for students to work with gifted pupils in varied arrangements should be readily accessible. These facilities should provide means for observation, demonstration, and participation with gifted students as well as for student teaching. Facilities should allow for the complete study of gifted individuals and should center on differentiated curriculum and varied arrangements designed to meet the needs of students with varying talents and abilities rather than on predominantly administrative arrangements. Students should be given rich opportunities for contacts with personnel in and out of school who contribute directly to the education of the gifted and in many ways should be made aware of flexible, diverse approaches which may be necessary in planning appropriate educational experiences for the gifted.

Selection of Candidates

Criteria for identification of promising teacher candidates should be established. These criteria should be based on specific standards, such as assured performance at or beyond specified levels on graduate aptitude and achievement tests, criteria established through research, and demonstrated interest in teaching the gifted. Early identification and orientation of students may occur through coursework taken at undergraduate and graduate levels. Students showing promise should be encouraged toward further study.

Areas of Professional Competence

The student's general preparation program should culminate in high level competence in at least one academic area. A good liberal arts and sciences general background is necessary. The total program of studies should tend toward the post-baccalaureate level and probably will be planned toward the masters degree.

The teacher-to-be should approach his studies through independent inquiry and research insofar as possible. He should have opportunities in his program to study some topics in great depth, much as the gifted person whom he teaches would approach such study. Specialized work, predicated on the assumption that the student has a sound general background in behavioral sciences, child development, application of learning theory in relation to the gifted, and a consumer's understanding of statistics and research methodology, should be planned individually on the basis of need.

The student should have an understanding of the meaning of exceptionality, not only in relation to the gifted, but in relation to all children. This understanding should emanate from the study of the literature, case studies, practicum experiences, knowledge of the concepts in measurement of abilities, and demonstrations.

The student should possess a commitment to differential education for the gifted derived from a study of the literature dealing with the historical roots and precedents of educational efforts for the gifted, the psychology and needs of the gifted, and study in depth of the growth and development of the gifted.

Major emphasis in the program of studies should be given to the understanding of learning theories, the meaning of higher conceptualization processes, qualitative differences in levels of thinking, and the development of cognitive, affective, and creative abilities. The study of various provisions for the gifted, such as flexible teacher assignment, team teaching, early entrance, grouping, and others, should be approached critically, and the concern of the faculty should be the development of an attitude within the student preparing to work with the gifted of willingness to challenge any kinds of provisions, to change them, and to improve them for the sake of the individual pupil. Attention should be given to the guidance and counseling needs of the gifted and their parents. Parents of the gifted face special problems in understanding and developing the potential of their children as do parents of any children who have exceptional learning needs.

The student should be given direct experience with curriculum planning for the gifted, including the use of resource materials, study of appropriate methodology, and the use of extraschool personnel and facilities.

From the inception, the program of studies should include intensive observation of and participation with gifted children, with an accompanying seminar, and contacts with children at both elementary and secondary levels. Student teaching with gifted pupils, under the direction of a highly qualified master teacher, and/or appropriate practicum experiences should be included.

Observation and participation, conceived as a continuing experience throughout the program, should provide opportunities to observe and work with the gifted in both formal and informal situations. The setting within which the teacher candidate learns must reflect the best educational environment for the gifted. The usual classroom logically would be extended, therefore, to include community sponsor contacts, use of laboratories, libraries, facilities, and personnel in the arts — in short, any resource meaningful to the learning of the gifted.

Advanced Preparation

In all cases, advanced preparation for work with the gifted should be based upon the needs of the candidates. Programs for counselors, administrators, and supervisory personnel will require special provisions but should be based upon the competencies delineated in the section above. Special courses and workshops should be planned for community resource personnel. Attention in programs for specialists should be given also to promising innovations, program improvement, and change. Direct experience with the gifted, systematic study and observation of successful educational practices with the gifted, independent study, and practicum experiences should permeate specialized preparation. The study of pedagogic methods suitable to the gifted, as well as added study in content fields, should be emphasized.

Additional consideration of doctoral preparation in special education appears in Chapter 12.

Certification

Because of the rapid developments in the field and the promise of change and improvement with the added knowledge resulting from activities throughout the country, the expectation is that certification standards will be developed in some states. If states should adopt certification standards, these standards should reflect the pattern of competencies outlined in this document. A period of not less than one academic year of school employment in teaching the gifted is recommended prior to full certification. State departments and universities should work together in the development of criteria based upon the conceptual framework outlined in this document.

7. THE MENTALLY RETARDED

Teacher Education Programs

Standards pertaining to institutions offering preparation programs for teachers in special education appear in Chapter 3. In this chapter, professional competencies needed specifically by teachers of the mentally retarded are developed to supplement the sections on curricula and practica in Chapter 3.

Areas of Professional Competence

These guidelines for professional standards are concerned with basic areas of knowledge and experiences considered essential for the professional preparation of teachers of the mentally retarded. They are organized according to the following areas: (a) historical, philosophical, and sociocultural foundations; (b) behavioral development: growth, maturation, and learning; (c) measurement and evaluation; (d) instruction: curriculum—methodology; and (e) practicum: observation, demonstration, participation, and student teaching.

The guidelines should apply to preparation programs for all teachers of the mentally retarded. However, teacher education programs should reflect a recognition of both the similar and differing special educational needs of educable and trainable mentally retarded children. The areas of historical, philosophical, and sociocultural foundations; behavioral development; and measurement and evaluation would be similar for teachers of both groups. The areas of instruction and practicum should differ in content and emphasis. Similar differentiations may be made for the different age levels within these two groups. The teacher of the trainable mentally retarded should have methods, curriculum, and practicum experiences specifically with trainable retardates, while the teacher of the educable mentally retarded should have methods, curriculum, and practicum experiences specifically with educable retardates.

As stated in the introduction to Part Two, the content areas presented should not be construed as course titles nor should this statement be regarded as a recommended approach for program organization. Additionally, not all areas merit equal emphasis in the preparation program. The organization of this and other content material into sequential and related courses is the responsibility of the individual teacher preparation program.

Historical, Philosophical, and Sociocultural Foundations

The prospective teacher of the mentally retarded needs to develop understanding of: (a) the historical and contemporary philosophical and social determinants of public education; (b) the historical and contemporary philosophical and social determinants of public education as they accommodate provisions for all exceptional children; and (c) the multiple aspects of mental retardation as a philosophical, social, psychological, and educational problem.

Preparation programs for teachers of mentally retarded children should emphasize the sociological implications for learning. Reassessment of present special class programs and reconstruction of these programs should be considered in view of new knowledge concerning the nature of culturally disadvantaged children and newer insights concerning how children learn.

Behavioral Development: Growth, Maturation, and Learning

The prospective teacher of the mentally retarded must acquire a comprehensive and comparative knowledge and understanding of: (a) the principles of child growth and development, including the biological and sociocultural determinants of growth, maturation, and learning; (b) the implications of various kinds of exceptional development and behavior for growth, maturation, and learning and for reciprocal relationships between the exceptional person and other members of society; and (c) the multiple implications of the various levels of mental retardation with respect to impairment in growth, maturation, and learning and with respect to their psycho-social impact(s) upon the mentally retarded individual, his family, and other members of society.

Teachers of mentally retarded children need a systematic approach to teaching which has a strong conceptual base and is consistent with the learning characteristics of these children. The teacher should become the eliciting stimulus in the learning process so that the children become participants rather than merely recipients.

Teachers of the mentally retarded should be able to work effectively with the parents of these children. This requires that the teacher have skills in interview techniques and interpretation of pupil progress and behavior.

Measurement and Evaluation

The prospective teacher of the mentally retarded needs to develop functional competence in: (a) the use of various formal and informal methods of appraising and communicating pupils' educational status and progress, both in traditional academic areas and in other areas of school responsibility, such as screening for identification of children with special problems or disabilities in cognitive, motor, sensory, language, social, or emotional growth; (b) the utilization of various types of clinical data which are relevant to special educational requirements; (c) the utilization of a wide array of data for appraisal and educational planning for the mentally retarded; (d) the evaluation of methods and materials to determine their effectiveness in meeting the instructional goals; and (e) the utilization of and participation in research.

Instruction: Curriculum — Methodology

The prospective teacher of the mentally retarded must acquire: (a) the information and familiarity with instructional materials necessary for adaptation and modification of curriculum and instruction to the special needs of exceptional children at the elementary and/or secondary levels and (b) the information and skills necessary for the development, organization, instruction, and evaluation of a comprehensive curriculum content for mentally retarded children at designated levels of ability.

The knowledge of and skill in evaluating and adapting the present and past curricula for the mentally retarded, including basic goals, objectives, and content, is essential. It should be emphasized that curriculum development and adaptation is a continuous process, changing as a function of cultural and sociological conditions, learning characteristics of children, and new knowledge. The teacher should have skill in organizing the curriculum for instruction, including the development of meaningful and appropriate units of experience.

The teacher must be able to sequence the social and occupational emphasis of the curriculum according to the abilities and chronological ages of the pupils. Such sequencing requires knowledge and utilization of community resources, including vocational rehabilitation and other agencies.

The teacher preparation program should provide for the development of skill in the systematic use of the various techniques and approaches now available for teaching mentally retarded children, including the translation of learning theory to educational methodology. Attention should be given to areas of special classroom organization and management such as effective grouping for instruction, pupil control techniques, daily and long-range lesson planning, and scheduling of activities. All school and community resources should be employed to provide integrating, socialization, and learning experiences. The teacher should be skilled in the development and/or utilization of appropriate learning material, instructional media, and resources.

Practicum: Observation, Demonstration, Participation, and Student Teaching

The prospective teacher of the mentally retarded needs ample opportunity for sequentially developed and guided observation, demonstration, participation, and classroom teaching with appropriate groups of mentally retarded children and, when deemed desirable, appropriate groups of other handicapped and normal ability children.

Observation, demonstration, and participation experiences. It is essential that the student have ample opportunities for extensive observation, demonstration, and participation experiences with retardates of various ability and age levels and in a variety of settings. Such formal experiences shall be correlated with coursework requirements. It is important that these experiences be sequentially developed and be provided as early as possible in the student's teacher preparation program.

Student teaching experiences. The student teaching experience is intended to provide a transition from the theoretical and abstract aspects of the teacher preparation program to the reality of the classroom. The success of a teacher preparation program is determined by the effectiveness with which those prepared in such programs provide for the educational needs of mentally retarded children. The student teaching program affords the preparing institution an opportunity to make some judgment as to its effectiveness by providing for systematic feedback from the cooperating practicum staff.

A combination of the following factors comprise the context within which the experiences of the student teacher will crystallize: (a) the bases of cooperation between the school system and the college or university, (b) the competence of the cooperating teacher, (c) the total program in the cooperating school system, (d) continuous professional guidance, (e) adequate college supervision, (f) comprehensive student teaching experiences, and (g) continuing evaluation and modification of all aspects of the student teaching program. All these need careful examination individually and in combination to assure the best approximation of an optimal learning setting for the student teacher.

Cooperating systems. There is increasing agreement among thoughtful educators and laymen that the community should bear a more direct responsibility in the professional preparation of its future teachers. Implementation of the program in teacher education depends to a significant degree upon active cooperation between the preparing institution and the ultimate employers of its graduates. Nowhere is this more evident than in the provision of facilities and personnel for the student teaching assignment.

The realization of appropriate student teaching experiences is best achieved through substantial, realistic, and responsible participation—under adequate supervision—in classroom situations which are comparable to those in which the students will eventually be expected to serve. Attainment of this goal requires that both the college and the community understand and carry out their respective functions, but the responsibility for initiating and continuing the search for appropriate community settings rests essentially with the college. In developing the foundations for such cooperation between college and community, there must be taken into account the necessity for the most careful exploration and planning, with adequate representation of all parties concerned: college, school system, and community-at-large.

Furthermore, it is essential that the cooperating professional staff in the community be perceived by the college staff as colleagues and associates in the teacher education endeavor and that they so regard themselves. The cooperating staff (that is, supervisors, principals, teachers) must perceive and accept their professional responsibility for assisting in the preparation of future teachers of mentally retarded children.

Among the issues on which working agreements must be developed are instructional philosophy and theory, principles of supervision, details of assignments, remuneration to cooperating teachers, delineation of responsibility, and details of evaluation and reporting procedures.

The selection of well qualified cooperating teachers is one of the most critical components of the teacher education program. The cooperating teacher's knowledge and experience in mental retardation, pedagogy and classroom management, and the formal and informal standards of the public school are instrumental in helping the student teacher translate prior learning and experience into constructive educational leadership. They will influence the direction, rate, and extent to which the student teacher will develop and implement an educational program for the retarded in the years following the student teaching experience. It is, therefore, imperative that careful consideration be given to the process of selection. The following criteria are offered as guidelines in this task.

1. The cooperating teacher should have demonstrated professional competency, as indicated by the approbation of responsible supervisory and administrative personnel based on:

    a. Evidence of a relevant educational program for mentally retarded children in his classroom.
    b. Evidence of social and academic growth in the classroom.
    c. Evidence of an environment conducive to mental health.
    d. Evidence that the teacher enjoys substantial professional repute among his colleagues.
    e. Evidence of the teacher's ability to work with parents and auxiliary services.
    f. Evidence of the teacher's active involvement with relevant professional organizations.
    g. Evidence of the cooperating teacher's ability to work with and supervise student teachers.
    h. Evidence of consonance between the college's philosophy and that of the teacher.

2. The cooperating teacher should have demonstrated professional competency through the achievement of:

    a. Completion of appropriate academic program of preparation for teaching the mentally retarded.
    b. Fulfillment of state certification requirements for teaching the mentally retarded.
    c. Completion of a minimum of two years of teaching the mentally retarded, one at the level for which he is being considered.
    d. Masters degree or equivalent in advanced preparation in the education of the mentally retarded.

Determination of the student teaching assignments must take into consideration not only the adequacy of the cooperating staff, but also the total program for the mentally retarded in the existing programs, including accommodations, facilities and equipment, the specific nature of the class enrollment, the extent to which the class functions as an integral part of the total school program, the appropriateness of the classroom locale, and the effectiveness of the class and the total program. As much as possible, the student teaching site should be representative of special classes so that the student teacher will be able to effect a comfortable and effective transition into his own class.

Continuing professional guidance. Provision must be made for helping the student teacher derive maximum professional benefit from his observations and teaching experiences.

Such continuing professional guidance is facilitated by close communication between the student, the cooperating teacher, and the college supervisor. This communication may be achieved through various combinations of conferences and seminars involving individual student and cooperating teacher; student and college supervisor; student, college supervisor, and cooperating teacher; college supervisor and cooperating teacher; total group of student teachers and college supervisor; and total group of student teachers, college supervisor, and cooperating teachers and other staff.

Adequate college supervision. The responsibility of the college for the coordination and supervision of student teaching activities is of primary importance, and adequate time of college personnel should be allocated for this purpose. The supervisor's work load should be appropriately adjusted with respect to the number of students involved, travel distances, and other relevant responsibilities.

Taking travel time and distance into account, the college supervisor should be responsible for that number of students that will permit close supervision as it is needed by the student teacher. In all likelihood, a semimonthly observation and consultation would constitute a minimum.

The complex nature and comprehensive scope of the supervisor's task is indicated by the following illustrative assignments.

1. Instruction in curriculum and methods for the mentally retarded.
2. Participation in the continuing search for and evaluation of student teaching sites and cooperating personnel.
3. Continuing participation in development and implementation of policies regarding student teaching.
4. Continuing role in directing professional growth of the student through conferences and seminars.
5. Responsibility for relating student teaching functions to the total program of professional preparation.
6. Regular visitation program during the period of student teaching assignment for purpose of identifying special needs of the student teacher.
7. Planned visits and preparation of progress and final evaluation reports for the student teacher.

It is essential that the college supervisor have the skills and knowledge represented by the cooperating teacher. In addition, the nature and scope of his responsibilities require breadth of professional experience and knowledges in all areas of general and special education, as well as advanced preparation in the field of mental retardation. A superior level of academic and practical competence is required of the supervisor who functions as general guide and coordinator of the student teaching experience. The following criteria are suggested as guidelines in the selection of the supervisor.

1. Experience as a teacher of the mentally retarded.

2. Background of advanced preparation in special education, including work in mental retardation.

3. Understanding of current problems and practices in educational programs for exceptional children.

4. Evidence of ability to synthesize the various components of the student teaching program.

Comprehensive student teaching experiences. A comprehensive student teaching experience provides for sequential activities leading from the student's introduction to the group to his full responsibility for management of the class. Adequate practicum hours and appropriate sequence should be allotted to the student teaching assignment to provide maximum benefit from the experience. Assignments planned on the basis of several weeks of continuous placement should observe the calendar and daily schedule of the cooperating school. The student teaching assignment should be allocated to the final year of preparation so that experiences and learning will be contiguous with his first professional assignment. It is recommended that course work taken concurrently with the student teaching experience be directly related to the education of the mentally retarded.

These activities would allow sufficient time for observation and study of children, for work with individuals and small groups, and for contacts with the children in situations other than the home room, such as playground, cafeteria, gymnasium, home, and neighborhood.

The comprehensive student teaching experience introduces the students to the professional role of a faculty member and to the resources available for professional improvement and pupil services.

Continuing evaluation and modification. Continuing success of the student teaching program is dependent upon the extent to which there is on-going and systematic evaluation and modification of all aspects. This includes complete review of duration and sequence of assignment, adequacy of personnel and facilities, effectiveness of supervisory conferences and seminars, content of the student teaching experiences, and the evaluation of the student teacher's performance. This should be accomplished with the cooperation of the critic teacher, the school supervisor, principal, student, and college supervisor.

8. THE PHYSICALLY HANDICAPPED[1]

It must be recognized that the population very loosely defined as physically handicapped is an extremely heterogeneous group that includes both simple and rather complicated symtomatology. The individual diagnosis may describe a child who is incapacitated only for a short period or one facing a lifetime of disability and/or dependence. Between these extremes are gradients of functional abilities and performance that place these youngsters in a variety of public or institutional settings with diverse administrative school units.

There is also need for understanding the problem of a total range of intellectual abilities coupled with the problems of limited function. These children may be affected by one or more sensory, perceptual, language, and/or emotional problems that in effect make their condition multidimensional. Therefore, the problem of educating the teacher becomes many faceted, both in terms of the educational problem that is to be met and in terms of the information that the teacher is required to have. The importance of translating knowledge of other academic disciplines into meaningful teacher competencies is evident. To be considered are not only those behavioral sciences such as psychology and sociology that help us understand the child and the world in which he lives, but also traditional academic subjects such as mathematics, history, and English. Moreover, although the more severly physically involved child may present the most problems, there are other handicapped children for whom the stimulus of a creative environment is crucial.

Teacher Education Programs

Standards pertaining to institutions offering preparation programs for teachers in special education appear in Chapter 3. Supplements to these standards that are related to the preparation of teachers of children and youth who are physically handicapped appear below. In addition, competencies needed specifically by these teachers are discussed and supplement the sections on curricula and practica in Chapter 3.

General Principles

Several broad principles should be considered in evaluating programs for the preparation of teachers of physically handicapped children. Among these are:

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[1] Specifically to include children who are medically defined as orthopedically handicapped; who have other health problems; or who have central nervous system disorders that place them within a definition of chronic conditions.

1. The specialized sequence should include effective preparation and experience as a teacher of normal children.

2. The institution should offer a comprehensive instructional teacher education program in organizational settings where physically handicapped children and youth are likely to be educated (for example, special class, day school, residential school, hospital, convalescent home, homebound instruction).

3. Because of the multiple needs of these children, the institution preparing teachers in this specialized area should have accredited programs in other areas of special education. If the institution does not offer opportunities for study in related special fields, it should require its students to obtain these experiences at other accredited institutions.

Faculty

While individual institutions will vary in their prerequisite for faculty appointment, the doctorate and appropriate professional experience should be a requirement for all full-time academic appointments. Part-time appointees should have at least the masters degree and three years of successful professional work in the area of instruction.

In evaluating faculty participation in such activities as research, community service, professional affiliation, teaching, administration, supervision of student teachers, and publications, the demonstrated ability in and personal predilection for particular areas of academic life should be considered. It is not expected that a faculty member could or should sustain a high level of performance in all these areas.

Areas of Professional Competence

Since the masters degree is customarily based on 30 to 36 semester hours or its equivalent, it is desirable that the complete program be offered within the limits of one calendar year. If the degree is not taken in full residence, the program should be planned sequentially.

In planning a curriculum, the following areas should be considered in the development of a sequence for the preparation of teachers.

General Professional Preparation

Provisions should be made within the sequence for advanced study to equip the educational specialist with a broader based concept of one or more of the following content areas: child development, educational research, history and philosophy of education, learning theory, and social foundations.

Specialized Professional Preparation

- General Preparation in Special Education

    Survey of the education and care of exceptional children and youth
        To include history, philosophy, theory, legal basis, instructional, noninstructional, and ancillary services.

Psychology of exceptional children and youth

To include a review of theories, principles, and processes which bear upon understanding and management of individuals defined as exceptional.

Community resources

To include a review of the various kinds of community resources generally available to assist in the care and treatment, recreation, counseling and guidance for life planning, and placement when necessary.

Guidance and counseling

To include an overview of guidance and counseling processes and the role of the teacher in the total guidance program.

The family and the exceptional child

To include an intensive study of the family as a unit in our culture and the role of the family members and their interaction with the exceptional child in the home and community.

- Specific Preparation

Technical knowledge

Physical deviations and educational implications

To present a body of knowledge of the relevant physical deviations in terms of their effects on the child. To facilitate communication with colleagues in other professions.

Measurement and evaluation

To develop an understanding of the special problems and processes of assessing physically handicapped and/or other health impaired children.

Nature and needs of children who are emotionally disturbed

Nature and needs of children who are mentally retarded

Nature and needs of children with communicative disorders

Special methods and curriculum adjustments

Curriculum planning for the orthopedically handicapped and/or other health impaired

To include a survey of the premises, goals, and processes of all curriculum areas; interpretations for effective use for children who are orthopedically handicapped or other health impaired and who are educated in various situations; to relate the basic concerns of curriculum development to the needs of the children with multiple disabilities.

Materials and methods of teaching children in various programs

To understand the methodologies of the curriculum areas in terms of their application to children who may be minimally handicapped or multiply handicapped.

To understand the methods and materials necessary for the effective instruction of the retarded child.

To include organization for instruction, use of specialized equipment, record keeping, and scheduling.

To develop an understanding of the appropriate modifications of the school environment as it pertains to children with learning difficulties.

Practicum

Programs should afford students opportunities to experience the various educational and community provisions and accommodations such as family agencies, hospitals, rehabilitation centers, camps, outpatient clinics, group work centers, and other similar facilities provided for these children.

Supervised internship should be provided in the types of programs in which these children are to be found. It is the responsibility of the institution to arrange a program of experiences to include day schools, homebound, hospital schools, convalescent homes, residential schools, and special class placement. At least two separate placements should be provided, extending for not less than a semester. The university should provide sufficient supervision.

Sufficient opportunity should be provided for evaluation of the supervised experience as well as for conferences with the cooperating teachers.

Ancillary experiences. Supervised field visits to various community agencies that assist in the diagnosis, placement, counseling, and rehabilitation of children who are orthopedically handicapped and/or other health impaired.

9. SPEECH AND HEARING

The primary goal of the school speech and hearing program is to provide effective remedial or therapeutic services for children with disorders of communication.[1] This goal is reached through attainment of several subgoals, by means of specific processes, and by fulfilling certain basic responsibilities. It is important to understand that the work of the speech and hearing specialist does not directly involve the instructional elements of the program. (The basic responsibilities of the school speech and hearing specialist have been defined in two articles in Asha, 1962 and 1964b.) Also, he is directly concerned with children and youth who have communicative disorders rather than with those in need of general improvement in speech skills.

For maximum effectiveness, the speech and hearing program must be organized and administered efficiently. It also must be planned and carried out in a manner consistent with the primary goals and functions of the schools. This requires that the specialist possess and demonstrate sufficient knowledge of the goals and processes of public education to coordinate the speech and hearing program with the total educational program of the school. The instructional aspects and the child's special needs, which are of particular interest to the specialist, should find mutual reinforcement so that the child may profit most readily.

In addition to the specialist's ability to function within the total school program, there must be a mutual awareness by the instructional staff, the administration of the school, and the specialists in speech and hearing of the precise contributions that the special program is making to the total educational program. The specialist must be prepared to take the initiative in clarifying and promoting this awareness. These contributions may be summarized under two of the major functions of education. The speech and hearing specialist provides a program which enables the child to communicate more effectively, increase intelligibility, reduce distracting elements of communication, and thus improve the primary avenues of learning. Also, to improve communication, it is necessary for the specialist to assist the child in developing appropriate attitudes and ways of feeling about himself and others which directly relate to the ability to communicate effectively. These changes in turn have direct bearing upon the effectiveness of the child's learning in the total school situation.

A long-range multilateral cooperative effort will contribute immeasurably to an effective working environment for the speech and hearing specialist. Included in such an effort should be the school administrator, who needs to assure acceptance of the speech and hearing program into the established curriculum; the representatives of state education agencies, who need to give some direction and consultative assistance to the local program and to the speech and hearing specialist; the faculty of institutions of higher education, who need to provide preparation to meet the specific needs of the school speech and hearing specialist — for example, conducting speech and hearing surveys and scheduling speech correction sessions; and the speech and hearing specialist, himself.

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[1] A disorder of communication is present when a child has a deviation in speech or hearing to the degree that it draws attention to the manner of speech or interferes with the ability to comprehend or formulate speech.

This discussion is not intended to refer to the teacher of the deaf and hard of hearing whose competencies are discussed on pp. 16-26.

The certification requirements established by the American Speech and Hearing Association provide a basis for assuring clinical competence. However, they do not necessarily assure preparation of the school speech and hearing specialist to meet the unique features of a school setting. It is recommended that school systems employ only those speech and hearing specialists who are clinically competent and whose preparation has also included content and experiences which will enable them to work effectively and appropriately in the school program.

Preparation Programs

Standards pertaining to institutions offering preparation programs for personnel in special education appear in Chapter 3. The speech and hearing specialist provides a remedial or therapeutic service and does not function as a teacher in the academic or instructional program. However, the standards in Chapter 3 would apply except as they might need to be qualified in light of this basic difference in function.

Areas of Professional Competence

The speech and hearing specialist should have the technical competence to deal appropriately with a wide range of disorders of speech and hearing. The certification requirements established by the American Speech and Hearing Association (Asha, 1964a), effective January 1, 1965, provide a basis for assuring competence to function independently as a speech pathologist. The following is a summary of the primary elements in preparation to meet these requirements.

> Completion of a program involving 60 semester hours of basic and professional content.
>
> 275 clock hours of supervised case contact.
>
> It is assumed that the program of 60 semester hours and the practicum listed above will prepare the student adequately in the following areas.

Area A

1. Psychological and sociological aspects of human development.
2. Anatomical, physiological, neurological, psychological, and physical bases of speech, hearing, and language.
3. Genetic and cultural aspects of speech and language development.

Area B

1. Primary Field
    a. Current principles, procedures, techniques, and instrumentation used in evaluating the speech, language, and hearing of children and adults.
    b. Various types of disorders of speech, language, and hearing, their

classifications, causes, and manifestations.
   c. Principles and remedial procedures used in habilitation and rehabilitation for those with various disorders of communication.
   d. Relationships among speech, language, and hearing problems, with particular concern for the child or adult who presents multiple problems.
   e. Organization and administration of programs designed to provide direct service to those with disorders of communication.

2. Related Fields
   a. Theories of learning and behavior in their application to disorders of communication.
   b. Services available from related fields for those with disorders of communication.
   c. Effective use of information obtained from related disciplines about the sensory, physical, emotional, social, and/or intellectual status of a child or an adult.

In addition to this professional preparation, the school system can expect certain other kinds of knowledge and skills on the part of the specialist. It should be understood that some of these may be acquired as a part of the regular preparation program for the speech pathologist. There is no implication that there should be special activity or a course for each of the items listed below. Some or all may permeate several courses or programs of experience. The following additional competencies, however, need to be assured.

1. Knowledge of goals, general organization and procedures for achieving these goals, and the basic issues in public education.

2. Knowledge of the school's responsibilities and of how the responsibilities of the speech and hearing specialist relate to this broader framework.

3. Awareness of the precise contributions that the speech and hearing program makes to the total educational program.

4. Preparation for participation in activities usually associated with speech and hearing programs in the schools — for example, conferring with parents and teachers, conducting speech and hearing surveys, and preparing reports.

These additional areas of knowledge and experience may be attained in many ways. Who should do the teaching and how it should be done should be left as open as possible, provided that it can be clearly demonstrated that the goals and needs can be achieved.

Implementation

Standards and procedures for certification should be determined by the joint efforts of the state education agencies and preparation institutions. Subsequent to such agreements, the necessary knowledge of the school goals, issues, and procedures may be obtained through carefully selected professional education courses or other courses which include appropriate content. Supervised practicum in the school situation should be provided for an understanding of effective functioning in the schools.

The problems of accreditation with regard to programs of preparation for the school speech and hearing specialist are different from those for areas of special education which are concerned with instructional goals and activities. The National Commission on Accrediting has recognized the American Speech and Hearing Association as the accrediting agency for masters degree programs in this area.

References

American Speech and Hearing Association. Services and functions of speech and hearing specialists in public schools. *Asha*, 1962, **4**, 99-100.

American Speech and Hearing Association. Requirements for the certificate of clinical competence. *Asha*, 1964, **6**, 162-164.(a)

American Speech and Hearing Association. The speech clinician's role in the public school. *Asha*, 1964, **6**, 189-191.(b)

10. THE VISUALLY HANDICAPPED

Teacher Education Programs

Standards pertaining to institutions offering preparation programs for teachers in special education appear in Chapter 3. Supplements to these standards that are related to preparation of teachers of visually handicapped children and youth appear below. In addition, competencies needed specifically by these teachers are developed in this chapter to supplement the sections on curricula and practica in Chapter 3.

Faculty

In addition to a minimum of one professionally qualified full-time faculty member whose major responsibility is planning and coordinating the total program, full- or part-time qualified personnel which must be provided include eye specialists, supervising or demonstration teachers, and mobility specialists. Resource personnel should include school social workers, state and local health and welfare staff, medical staff, specialists in diagnostic and remedial techniques, psychologists, and specialists in educational research techniques. It is desirable that specialized courses in the program be taught by full-time members of the college staff.

Facilities and Instructional Materials

In college laboratory schools or cooperating schools, the student should have access to a wide range of the diagnostic, instructional, evaluation, and vision aids and materials which characterize an effectively functioning program for visually handicapped children. A broad range of facilities supporting the practicum program is required, such as eye clinics, reading clinics, specialized library, medical library, general health service and welfare agencies as related to eye health and safety, residential school, a variety of local school programs, and low vision aid clinics.

Areas of Professional Competence

Teachers of children who are visually handicapped should possess the basic attributes and capabilities represented in all good teachers. Among the attributes and capabilities stated in Proposed Standards for State Approval of Teacher Education (1964) are quality scholarship, personal and social fitness, demonstrated leadership or indicated potential, and physical and mental health for the tasks to be performed.

General Professional Preparation

Teachers of these children, in common with other teachers, should have a basic planned program of preparation in professional education. A sequence of courses in professional education should provide for the following areas (adapted from *Proposed Standards for State Approval of Teacher Education*, 1964).

1. An introduction to the social foundations and the organization of public education in the United States.

2. Knowledge and ability to apply the principles of human growth, development, and learning and their appraisal.

3. Understanding of the purposes, organization, and operation of the school's educational program.

4. Practicum experiences in regular education (if the student has not had previous teaching experience).

Specialized Professional Preparation

General preparation in special education. It is assumed that students in all special fields should have at least introductory knowledge concerning characteristics, prevalence, educational procedures, research, and relevant resources for all major categories of exceptional children.

Specific preparation. The program of specialized preparation in this area should include the following content. Institutions of higher education may develop a variety of ways in which to provide this along with additional content—through practicum experiences, seminars, courses, and in other ways.

1. The influence upon children of various types and degrees of visual impairments (for example, social and emotional characteristics of visually handicapped children, significance for education).

2. The educational implications of eye conditions (for example, anatomy and physiology of the eye, functional implications of common visual impairments).

3. Identification and placement of visually handicapped children (for example, understanding of the teacher's role in screening, educational planning, and school programing).

4. Educational procedures for children who are visually handicapped (for example, special instructional techniques, materials preparation, program planning, adaptations, and modifications).

5. The teaching of communication skills (for example, reading and writing by means of braille and/or print, typing, and listening skill development).

6. Orientation, mobility, and daily living skills (theory and practicum experience in teaching skills for coping with the environment).

7. Educational appraisal and remedial techniques in the basic skill subjects (theory and practicum experience in teaching and appraising children with learning problems, remedial reading, remedial arithmetic, etc.).

8. Practicum experiences with visually handicapped children (including directed observation, demonstration, participation, supervised teaching, and individual case studies of visually handicapped children).

9. Information on local, state, and national resources for the education and assistance of children who are visually handicapped.

Practicum

Visually handicapped children constitute a diversified group with a wide range of individual differences in visual functioning, learning characteristics, and experiential background associated with differing social and psychological factors. Teachers prepared in this field will be employed in a variety of special education programs and organizational patterns in local and residential schools. These diversities create a need for a variety of practical preparatory experiences related to employment objectives. In some instances, it may be necessary to involve a large geographic area so as to include practicum opportunities in a variety of programs.

The program should make provision for: (a) supervised teaching of children with varied eye defects and levels of visual functioning and (b) supervised observation of the different types of education programs for children and youth who are visually handicapped, including day and residential schools. The laboratory experiences program should be strengthened, as appropriate, by available college and community resources in such disciplines as medicine, psychology, social work, counseling and guidance, and other related fields.

Certification of Teachers of the Visually Handicapped

Issuance of certificates should be based on completion of approved programs rather than on accumulation of scattered courses to meet specific requirements. Graduates of preservice college programs approved by a recognized accrediting association according to the standards outlined in Chapter 3 and in the foregoing sections of this chapter should be recommended for state certification automatically on successful completion of the program.

References

Proposed standards for state approval of teacher education. 1964. The interim report of the Accrediting Standards Revision Committee of the National Association of State Directors of Teacher Education and Certification. A cooperative project of the Association and the U.S. Office of Education. For experimental use. (If additional information is desired, it is suggested that the reader contact the director of teacher education and certification in his state.)

11. ADMINISTRATION AND SUPERVISION

The superintendent of schools is the chief administrative officer of a school district. He is responsible for providing appropriate learning experiences for all the children of the school district, including those with additional or variant educational needs. In small school districts, the superintendent may of necessity assume responsibility for directing the special education program. As the size of the district increases and the special education program becomes increasingly complex, it usually becomes necessary to delegate authority and responsibility for this aspect of the school program. This extension of the superintendency is then charged with the identification of unusual learning needs of children and the initiation and expansion of the necessary special education services.

The organizational structure for the administration of special education varies in school systems throughout the United States. There seems to be no single pattern which has emerged out of these organizational arrangements. In the past, persons designated to direct the programs of special education have been assigned different titles. These have included such titles as the director or supervisor of special education, coordinator of special education, consultant for special education, and assistant superintendent in charge of special education.

Special education has a jurisdictional responsibility for both elementary and secondary instructional programs. In addition, it often includes aspects of special services and district-wide operational as well as consultative responsibilities. The person who heads special education within the school system should have sufficient authority to carry out all of the responsibilities encompassed in the line and staff functions outlined later in this statement. This means that he should be at such an administrative level as to have opportunity to influence policies and develop the procedures by which progress can be carried forward. He should have access to and be able to utilize the full range of school services. Furthermore, it is imperative that he be fully prepared as a leader in special education and take the initiative in keeping his knowledge and skills upgraded.

The responsibilities of the administrator of special education will vary with the size and type of program. In some cases, the administrator may have total responsibility for the administration and supervision of all of special education. In others, he may be responsible for the administration of special education but may delegate all or part of the responsibilities for supervision. In these instances, persons with only supervisory responsibilities should have the professional competencies required of those in the area(s) served. At the state level, the administrator of special education may have total responsibility for all of special education and in addition may have direct or indirect responsibilities for state operated residential and special day school facilities.

The functions of administrators and supervisors, though complementary, are different. We are just entering a period when recognition is given to the need for specialized preparation of such leadership personnel. The trend is given impetus by increased school district reorganization, new state legislation encouraging the employment of administrative and supervisory personnel, new federal legislation for the preparation of administrators and supervisors, etc. These have increased the need for a definition of separate functions and related competencies of administrative and supervisory personnel in special education, the certification of such separate positions, and/or the accreditation of institutions preparing persons for each of these positions.

Although later it may be possible to differentiate between the specific training requirements of special education administrators and supervisors, this initial effort attempts to foster leadership preparation of value to the individual who has both administrative and supervisory assignments.

Preparation Programs

To solve his problems, the administrator calls upon his knowledge of education, special education, psychology, sociology, political science, economics, the communication skills, and other behavior sciences. There is scarcely any field which does not have its point of contact with the school administrator's function.

Since the program of special education is an integral part of the educational effort of the community, the administrator of special education must have completed such preparation as will give him a broad background in general education. He must have knowledge of and appreciation for the objectives and operational procedures of the general school program. In addition, he must have such advanced preparation as will equip him to meet the educational and other school related needs of children with communication disorders, with special learning needs, and with behavioral disorders, and to meet newly emerging educational needs of children and youth.

The administrator must acquire the knowledge and skill necessary to carry out the various functions described in the succeeding section. It will be necessary to organize some of the content included in the various areas of professional competence into formal coursework. However, the nature of much of the content is such that it will be essential to utilize problem solving seminars, using simulated situations and materials and actual problem solving situations through practicum and internships. While the introduction to content in such areas as developing a research climate, redirecting pressures toward positive action, public relations, etc., may be included in coursework, the strengthening of these understandings will come through seminars, practicum, internships, reports and professional writings, conferences, and committee responsibilities.

Broad practical experiences should be included in preparation in view of the differing responsibilities of administrators of special education as related to the size of the school system, the stage of development of the special education program, the changing role of the administrator of special education, whether employment is at the state or local level, etc. Since such experiences may be provided during the practicum and internship periods, it becomes important to distribute them at the state, county, and local levels of school organization.

It is suggested that the preparation program be not less than six years. The institution offering specialized professional preparation in this area should have the program necessary to provide the competencies specified in this statement.

Additional consideration of preparation in this area is found in Chapter 12, Doctoral Programs in Special Education.

Major Areas of Professional Competence

To determine the content which should be included in a program for the preparation of administrators and supervisors of special education, two approaches were combined. First, the major administrative and supervisory functions necessary for the effective operation of special education programs at either the state or local level were identified. Second, the major areas of knowledge necessary to carry out these basic functions were considered.

The following outline presents the resulting 13 areas of knowledge and the various administrative and supervisory functions which are dependent upon these knowledges. The quality of leadership which implies creative effort as well as efficient performance of routine activities should be demonstrated in these functions. It is recognized that this is not an exhaustive listing of either areas of knowledge or functions.

The 13 areas of content are not intended to infer course titles; neither is the outline to be interpreted as a recommendation for the combination of content into course organization or sequence.

1. Understanding of total educational process
   a. Provide leadership and develop working relationships between regular and special education personnel
   b. Philosophy
      (1) Develop a statement of philosophy which reflects the needs of exceptional children and is consistent with that of the total school system and acceptable to the community
      (2) Promote understanding and acceptance of this philosophy in the school and community
   c. Provide for the continuous assessment of the special education needs of the pupil population and supply this information to administrative officers for program planning and budgetary purposes
   d. Policies and procedures
      (1) Develop policies and procedures which reflect the philosophy
      (2) Continually evaluate and modify policies and procedures based on new knowledge and changing needs
   e. Participate as a member of the total school system
   f. Represent employer at various meetings

2. Knowledge of school organization and administrative practices
   a. Provide for effective organization and administration of special education programs within and among school districts, including cooperative arrangements and residential programs where indicated
   b. Determine class size and case load
   c. Develop schedules for special educational personnel
   d. Employ sound personnel and office management principles with professional or nonprofessional persons
   e. Insure effective staff utilization
   f. Develop procedures for selection and inventory of books, equipment, supplies, and other instructional materials
   g. Develop appropriate record and report forms
   h. Prepare reports to superintendent, board of education, and others
   i. Develop appropriate publications, brochures, and other materials

3. Knowledge of various administrative provisions
   a. Provide for continuing placement, replacement, and dismissal
   b. Provide for ancillary services
   c. Provide for adequate guidance, placement, and follow-up services

    d. Assess transportation needs
    e. Determine best transportation means
    f. Arrange appropriate transportation schedules
    g. Provide necessary personnel to insure safety of children

4. Knowledge of fiscal procedures
    a. Maintain inventories
    b. Prepare budgets with supportive data
    c. Develop and process forms and reports
    d. Administer local budget
    e. Administer state reimbursement program
    f. Administer federally funded programs

5. Knowledge of curriculum development and methodology
    a. Provide for appropriate methodology of teaching various exceptional children
    b. Develop appropriate curriculum guides, courses of instruction, and methods
    c. Plan for continuous evaluation of and experimentation with curriculum and methodology
    d. Develop publications, brochures, and other materials
    e. Utilize appropriate resource and consultant help

6. Knowledge of supervisory practices and theory and techniques of staff development
    a. Identify needs for and conduct inservice training
    b. Develop channels of communication (for example, staff meetings, individual conferences, "brain storming sessions," and seminars)
    c. Make recommendations on groupings and organization for instruction
    d. Provide for the improvement of instruction through classroom visitation and consultative services to personnel
    e. Develop appropriate publications, brochures, and other materials
    f. Develop and implement a state plan for federal programs for preparation of professional personnel

7. Knowledge of psychoeducational and other diagnostic procedures
    a. Develop procedures for identifying children for program
    b. Determine eligibility
    c. Evaluate pupil progress
    d. Refer to appropriate agencies
    e. Interpret medical, psychological, and other reports
    f. Develop appropriate publications, brochures, and other materials
    g. Maintain appropriate pupil records
    h. Assist other personnel (teachers, principals, etc.) in techniques for the identification of children with special needs

8. Knowledge of personnel practices
    a. Plan for recruitment, placement, and transfer of teachers
    b. Assist in evaluating personnel
    c. Identify persons for promotion possibilities
    d. Provide consultative service on personnel problems
    e. Build staff morale
    f. Maintain personnel records

9. Knowledge and utilization of community organizations and resources
    a. Refer to appropriate agencies
    b. Coordinate relationships between special education programs and other related agencies
    c. Encourage and assist cooperative planning and development of centers for preparation of special education personnel

10. Ability to identify, define, and influence the power structure both within and outside education
    a. Knowledge and techniques in directing group thinking and action
    b. Establish effective working relationships with the various individuals and groups with consideration for both stated and unstated principles and purposes

11. Knowledge of public relations
    a. Carry out a continuous program of community education to professional and lay public
    b. Develop appropriate publications, brochures, and other materials
    c. Promote interest and understanding of special education through speeches, publications, news releases, etc.
    d. Establish provision for the interpretation of special programs to parents of exceptional children
    e. Establish channels of communication between the school and the home

12. Knowledge of school law and legislative processes and their implementation
    a. Develop rules and regulations to implement special education legislation
    b. Comply with and enforce state standards for program operation and certification
    c. Stimulate the development of needed legislation and work toward accomplishment of this legislation
    d. Operate programs as set forth by various school laws

13. Knowledge of school plant planning and utilization
    a. Plan for initiating and providing appropriate physical environment in coordination with total school program
    b. Plan for physical environment and needs of all children and staff

14. Knowledge of research techniques and procedures
    a. Possess knowledge and ability to apply current research
    b. Conduct and apply the findings of meaningful research and studies
    c. Create a research climate
    d. Identify sources and requirements for funding and implementation of research projects
    e. Cooperate with universities and other research centers

15. Knowledge of professional responsibilities to the field
    a. Stimulate interest in special education as a career
    b. Work with preparation centers of various personnel in special education by providing practicum experiences (observation, demonstration, participation, student teaching, supervision-administration internship)
    c. Hold membership and participate in appropriate professional organizations
    d. Stimulate local participation, in partnership with others, in the development of personnel with administrative and supervisory responsibilities
    e. Evaluate college and university sequences in the preparation of special education personnel for certification purposes

12. DOCTORAL PROGRAMS IN SPECIAL EDUCATION[1]

Many earlier efforts have aided in the formulation of the present statement on doctoral programs. Most specifically, however, the present effort has profited from two papers, one by Kirk (1957) and one by Gallagher (1959). First presented at CEC conventions, both were closely related to ongoing professional standards activities within CEC. The statement on accreditation standards for university programs developed and adopted by the Teacher Education Division of CEC in 1956, which was then adopted by the CEC executive committee and filed with the National Council for the Accreditation of Teacher Education, also forms part of the background for the present effort.

Statements of standards may serve two general purposes. The first purpose is the specification of minimal levels of operation and resources necessary simply to be approved or accredited in a field. This need not imply formal accreditation procedure. Indeed, a statement of standards may suggest to some institutions that their potential performance in a field is unlikely to be creditable and thus lead them not to undertake a program. Second, such statements should assist and encourage improvement of existing programs toward desirable standards. Because so many programs of advanced graduate education in special education have developed recently, perhaps the current effort should be directed mainly to the improvement of existing programs. Thus, the present statement (unlike other statements in this document) is framed more in terms of desirable rather than minimal standards. It is hoped that the statement will be useful to faculties and administrators in institutions having doctoral programs in special education as they plan further development of programs.

Structure and Scope of Doctoral Programs

The demand for doctoral level preparation in special education comes from a variety of needs and sources, but generally one can distinguish two patterns, each with various subclassifications. These are:

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[1] Postdoctoral study and Ed. S. programs are not included in the present statement. Future efforts should include consideration of preparation at these levels.

The Doctorate with Emphasis Upon Professional Competencies	The Doctorate with Emphasis Upon Scientific Competencies
Administers programs for exceptional children in local, state, or national agencies.	Teaches at graduate level and does research in special education.
Teaches courses and offers supervision in university or college programs for preparation of special teachers and other special education personnel.	Conducts research in field of special education in universities and colleges or in other research organizations.
Supervises educational programs in a special area, such as the mentally retarded or deaf.	
Serves as psychoeducational diagnostician.	

The general distinction between professional and scientific orientation in doctoral programs is familiar. There is growing attention in several fields closely associated with special education to needs for differentiation of the two patterns. The differences sometimes may be overdrawn, and occasionally status hierarchies are formed with relative position depending upon perspective. Nevertheless, it does seem important to make this distinction because the desired prerequisites and some features of preparation programs are quite different. Some universities limit themselves to only one of the two major patterns. It would seem that the professional degree is appropriate for one pattern and the scientific degree for the other, but present practice is so inconsistent that little clarity is likely to be achieved in degree designation for some years.

It is logical to assume that those who obtain doctoral degrees, whether oriented professionally or scientifically, will have (a) a core of studies and experiences in common and (b) a different emphasis or concentration for a part of their program. The following scheme and diagram (Figure 1) illustrate the general program for the doctoral degree as well as different emphases.

Area 1. It is necessary for all advanced graduate students in special education to develop a common core of competencies in the related disciplines of education, sociology, speech, and psychology.

Area 2. It is necessary for all students to develop a common core of competencies which cut across exceptionalities — for example, communication disorders, social psychology of the handicapped, psychological theories as applied to deviant children, and advanced clinical diagnosis of learning disorders.

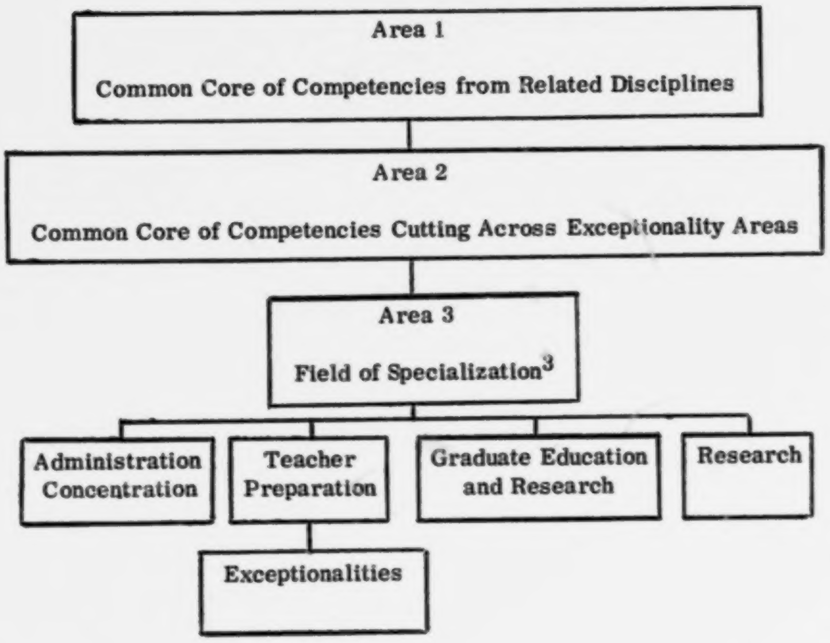
Area 3. It is in this area that a differentiation is made among the specialties. Those desiring to become administrators would concentrate on studies dealing with general administration and with administration of special education programs. The dissertation ordinarily would deal with an administrative problem. Individuals interested primarily in the preparation of teachers would specialize in an area of interest, such as mental retardation. They would, for example, take theoretical and advanced courses and seminars in the field of mental deficiency. Their independent study and dissertation would focus on development of curricula, special instructional material, or teaching methods in the area of specialization.

Individuals who are primarily interested in research in special education might

Figure 1

Areas in Advanced Graduate Study

in Special Education[2]


Area 1
Common Core of Competencies from Related Disciplines
Area 2
Common Core of Competencies Cutting Across Exceptionality Areas
Area 3
Field of Specialization[3]
Administration Concentration
Teacher Preparation
Graduate Education and Research
Research
Exceptionalities

approach their preparation from more than one direction. For example, a program of study might require the individual to obtain his Ph. D. in one of the behavioral sciences, such as psychology, child development, sociology, or speech science, but with study at the level of a minor, or equivalent, in special education. The minor would consist mainly of the advanced offerings (under Areas 2 and 3) in special education. Another approach, and the one most relevant to the present context, is for a student to take the doctoral degree in special education with specialization in research. Individuals would necessarily concentrate in Areas 2 and 3 and on further techniques of research in this program and possibly minor in one of the academic disciplines, such as child development, psychology, or sociology. The program would be oriented more to theory and research than the other programs.

In view of the expansion of graduate and research preparation in institutions, it has become necessary to prepare individuals who can teach advanced graduate courses such as listed under Areas 2 and 3, who can advise doctoral students, and who can conduct research of their own. Such individuals need doctoral programs which combine emphasis in research and in some special area of application.

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[2] The order in which the areas appear does not imply sequence.

[3] There may be additional fields of specialization which should be considered (for example, the psychoeducational clinician and the master teacher), and undoubtedly others will emerge in the future.

Selection and Admission Standards

It is recommended that flexibility be maintained with respect to background characteristics of students admitted to doctoral programs in special education. Unduly restrictive admission standards would not be in the best interest of a growing field, such as special education, which builds on many areas of behavioral, social, and biological sciences, not to mention mathematics and areas of technology. Wide individual differences in background among doctoral students bring needed new ingredients to the field. Doctoral students whose background shows definite gaps might be permitted to meet deficiencies by course work and field experiences during their program of study or, in some cases, by an internship at the completion of residence.

The major prerequisites for a doctoral student in special education are high scholastic aptitude and personality attributes of stability, creativity, and productivity. The others, such as those which follow, are mechanical standards or guidelines and are secondary in importance. In choosing between standards high so that students admitted will have a high expectancy for completion of a program with reasonable effort and standards low so that many may expect to be screened out, the former may be more desirable. Morale of students and faculty is thus improved and preserved, and human potential and energy are conserved.

Academic background. Desirable is a BA or BS in arts or science (preferably in a behavioral or social science) or an undergraduate major in education, including special education.

If the student enters at the postmasters level, it is desirable that the masters program be in behavioral or social sciences, education, or special education. For those who expect to become supervisors, administrators, or college teachers of professional courses but do not have undergraduate preparation in special education, the program should be focused on one area of exceptionality sufficient for state teacher certification and should include an orientation to other areas of exceptionality.

Professional experience. Superior performance as a teacher in his area of special education for a minimum of one year is crucial for the student who expects to become a supervisor, administrator, or college teacher of professional courses. For those more research oriented, one year of field work with exceptional children should be required before completion of the program. This could include group and clinical teaching and diagnosis in an area of emphasis with observations in other areas.

Scholastic aptitude. Minimum scholastic standards should be commensurate with those for doctoral students in disciplines closely related to special education at the university on indices such as grade point average, Miller Analogies Test scores, and Graduate Record Examination scores.

Personality attributes. Letters and interviews should be used in the evaluation of personality attributes. Information shoud be solicited especially from faculty members who have supervised the individual in study at the masters level. The first year of postmasters study should concern itself with a continued evaluation of the candidate's ability to pursue advanced work. Full approval or discouragement of the student's plan for study and research should be given after substantial observation and involvement in the clinical, research, and formal classroom setting. Especially desirable as a measure of future potential are indications of high drive and energy level, motivation to high achievement, and evidence of professional commitment to the field.

For those who have had teaching experience, recommendations from supervisors in the schools where the individual has taught are useful.

The Doctoral Program

Duration and residency. A doctoral program in the field of special education would normally require four academic or three calendar years to complete from the bachelors degree to the doctorate. It is the responsibility of the university and of the student to prevent extension of the program to six, seven, or more years.

In the first year, the masters degree program would be completed. The postmasters program would represent two years of academic experience plus another year for the completion of the thesis. Such factors as deficiencies and special student needs or interests may add additional time to the length of the program. A minimum of two years of continuous fulltime resident graduate study should be required because much of the benefit of the graduate program lies in the close continued contact of the student with staff and other students in a learning environment that can only be approached under residence conditions. It is also desirable that the student remain on the campus while completing his thesis.

Major program of studies. A doctoral program in special education should be characterized by experiences of a special nature not found at the masters or premasters level. Merely adding survey courses in various fields of special education or courses where knowledge is directly related to teacher preparation is no substitute for courses and seminars designed to provide the link between the behavioral and biological sciences and the specific problem areas of special education. It is intended that offerings in all areas noted in Figure 1 be distinctly on a doctoral level. It is assumed that introductory survey courses and courses at the teacher preparation level have been taken at bachelors and masters levels.

The key to all types of experiences should be the greater breadth of view provided beyond the narrow confines of the immediate and pressing educational problems faced by the special educator. Students in both professional and scientific patterns should have experiences such as those illustrated below.

1. Study of conceptual models which integrate the various fields of special education as well as the other components of education. For example, a model of communication theory, cognitive processes, motivational resources, or informational processing, etc., can be applied to many areas of special education. Such study should be limited to those students who are well beyond the masters level and have had supporting area courses in psychology, sociology, or other cognate areas which would aid them in drawing meaningful implications from theory for research and practice in special education.

2. Opportunities to integrate knowledge from various basic disciplines with focus on a single area of special education. Thus, knowledge from biology, neurology, and psychology can be related, for example, to mental retardation or to auditory impairment.

Advanced offerings may include courses, seminars, and practica both directly in special education and in such areas as school administration, supervision, research design, statistics, measurement, higher education, and curriculum development, which help to support the role the student expects to take in his professional career.

Advanced practicum. One important part of the doctoral program should be the provision of practicum experiences which integrate and give greater meaning to the academic experiences of the student. For the student who is chiefly concerned with professional problems, this might be a clinical practicum with children with special learning disorders. This experience would give increased meaning to general learning theory taken earlier. It might be a practicum in field survey and evaluation procedures for the person interested in administrative problems or a practicum in teaching and supervision of undergraduate students for the potential teacher educator. For the person specializing in research, opportunities to undertake, with increasing student autonomy, small studies which form a natural end link with the dissertation are of crucial importance. Opportunities should also be provided for the student to participate in larger studies which provide an understanding of programmatic research. These experiences should receive primary direction from the special education faculty.

Fields outside major studies. Breadth of academic background should be provided by arranging for the student to complete a minor, or its equivalent, outside his major area studies. This purpose would be served by depth studies in one or more such fields as sociology, psychology, administrative science, communication theory, mathematics, or anthropology. Such study outside the major program of studies is considered desirable for each program pattern.

The dissertation. In many ways, the dissertation represents the culmination and summation of the postmasters program and should reflect the highest possible standards by the criteria of relevance, preciseness of design, and creative thought. Rigor in design and preciseness in method is neither a substitute nor an excuse for avoiding creative or imaginative thinking. If a choice must be made between experimental rigor and inventive exploration, the young and developing field of special education might well emphasize the latter.

The nature of the dissertation should vary according to the basic purpose or goals of the student. If he is following a path toward research and/or graduate teaching, the dissertation should reflect a broad conceptual orientation and sophisticated methodology which indicate an expectation for meaningful postdoctoral research. Thus, whether the design is for the testing of a theoretical hypothesis, the inductive building of a theoretical orientation, the evaluation of programs, the design of important measuring instruments, etc., it should have importance and application which stretches well beyond the particular thesis topic.

For the person specializing in the professional area, the range of dissertation topics can be broader. A student having this orientation might wish to develop curriculum materials derived from a theory or model which, when field tested, would represent a most important contribution to the field. The description of community power structure and its relation to administrative problems in special education could provide a significant analytic study.

Faculty Requirements

Graduate faculty members with appropriate preparation are essential to the development and conduct of the programs described above. The graduate staff resources of the university should be brought to bear on the doctoral program in appropriate ways. At the same time, it is necessary to have graduate faculty members who are specifically concerned with special education and who work together in teaching, curriculum development, student advisement, etc.

Doctoral programs in this relatively new area should have at least two full-time graduate faculty members in each special education field of doctoral specialization. In total, the graduate faculty should consist of no less than five members, each with a full-time commitment to special education. The suggestions contained in the statement of The Association of Graduate Schools in the Association of American Universities, and The Council of Graduate Schools in the United States on the doctor of philosophy degree might well be used as a guideline:

> An appropriate array of specialist professors is highly desirable in order to give the doctoral student the stimulation of several points of view and in order to staff the conventional committees which supervise and examine the student. Four or five graduate faculty professors in the subject field, at least, should be participants in the doctoral program, and a minimum of up to ten may be necessary for larger and more subdivided fields.

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PART THREE

CONTINUING PROFESSIONAL GROWTH AND RESPONSIBILITY

13. CONTINUING EDUCATION

The tremendous growth of special education programs aimed at fitting the exceptional child into the mainstream of public school programs is making increasing demands on the skill of the teacher. In addition, the anticipated explosion of knowledge as a result of research activity makes continued study mandatory. In the light of these developments, initial preparation must be viewed as but partial preparation for the responsibilities any individual will be called upon to assume in his professional role.

The objective of continuing education is to keep the educator abreast of current developments and to encourage career-long professional growth. A program of continuing education assumes that the individual has completed preservice preparation as a special education teacher and builds on this preparation. Fulfilling basic certification requirements is considered preservice, not continuing, education.

Definition

A serviceable definition of continuing education has been formulated by the National Education Association.

> Continuing education is a career-long process of professional growth (National Commission on Teacher Education and Professional Standards, 1963, p. 17). Continuing education includes inservice education, but the term as used here means more than formal course work and school district[1] work on curriculum and instruction. It includes all activities and efforts which contribute to the professional improvement of the teacher[2] (National Commission on Teacher Education and Professional Standards, 1963, p. 81).

Principles for Planning Programs of Continuing Education

The following principles are suggested to guide individuals, employing agencies, and institutions of higher education in planning programs of continuing education for special educators. They are intended to be neither restrictive nor all-inclusive.

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[1] For purposes of this document, the term employing agency is used rather than school district or local agency to emphasize that continuing education applies to local school districts, state agencies, institutions of higher education, and national governmental and voluntary agencies providing services to exceptional children.

[2] Teacher refers to all professional personnel in the education of exceptional children including those engaged in the instruction of children, administration, supervision, teacher education, and research.

1. The primary responsibility for continuing education resides with the individual teacher. He is responsible for planning the program for his professional growth on his own initiative, for participating in cooperative planning and implementation, and taking advantage of opportunities provided.

2. A well-designed sequence of professional growth experiences enhances knowledge, skills, understanding, and personal attributes of the individual who serves exceptional children.

3. The continuing education program should be cooperatively planned by all individuals and agencies involved.

4. The program should consider the needs and interests of the individual and the employing agency in relation to the total needs of the specific position as well as the experience and the career objectives of the individual.

5. The program should include a diversity of activities and should utilize a variety of professional personnel. Activities might include, for example, the following: formal coursework, conferences, workshops, institutes, seminars, short courses, independent study, research, professional travel, visits to other classrooms or centers, and practicum experiences. Professional personnel (education and allied professions) might include, for example, the following: local agency personnel (administrators, supervisors, and consultants), state agency personnel (administrators, supervisors, and consultants), personnel in institutions of higher education, federal government agency personnel, national professional organization personnel, national voluntary organization personnel, and other teachers or colleagues.

Agencies and Organizations

Although the individual is primarily responsible for his professional growth, various agencies and organizations have the responsibility of facilitating such growth through programs of continuing education. The specific responsibility(ies) or role(s) of these units vary according to the nature of their function and the particular groups involved (for example, classroom teachers, local or state supervisors, and college professors). At times a single unit may be responsible and at other times, several or all units. In some instances, responsibility may more appropriately be met by crossing traditional agency or group lines. Regional agency activities illustrate this.

Appropriate responsibilities are suggested below for (a) universities and colleges, (b) professional organizations, (c) regional agencies, (d) state agencies, (e) local agencies, and (f) federal agencies with the assumption that these are not necessarily discrete assignments.

Colleges and universities. Institutions of higher education offering continuing education have the responsibility for providing a program that will be articulated with the needs of exceptional children, the special educator, and the community. Such a planned program should be different from the general basic professional preparation, with more flexibility for the utilization of research, seminars, independent study, institutes, etc. Emphasis should be placed on updating and expanding knowledge and meeting individual needs of professional persons.

It is essential that the staff involved be knowledgeable about research, new elements of educational theory, and methodology, as well as current practices in providing direct services to exceptional children. Institutions of higher education should be encouraged to recruit and retain qualified regular faculty who have a major professional commitment to this area and to utilize specialized part-time faculty members to meet particular non-continuing needs. Sufficient rewards, via rank and pay, should be used to reinforce faculty productivity in continuing education.

Universities and colleges also have a responsibility for aiding their faculties in a program of professional growth. A minimal program would involve departmental and interdepartmental colloquia and seminars. At appropriate times, it may be desirable to have institutions of higher education in a state or a region plan professional growth experiences for their faculties — for example, cooperative institutes.

Professional organizations. Professional organizations have a responsibility for supporting and developing continuing education for their membership. Organization journals, special publications, conferences, conventions, and special workshops provide some of the means for the dissemination of research findings, new ideas, and further development of theoretical foundations among special education personnel. Opportunities available to the various units of a professional organization (in CEC, for example, the chapters, federations, branches, and divisions) for the provision of continuing education should not be overlooked. Professional organizations such as CEC should also assess their readiness to acknowledge or recognize achievement of excellence.

It is imperative that organizations maintain interdisciplinary communication to coordinate their efforts. Individual organizations will have to assume responsibility for establishing and maintaining this communication.

Regional agencies. Organizations such as the Southern Regional Education Board, the New England Board of Higher Education, and the Western Interstate Commission for Higher Education should play a prominent role in helping states and communities identify and implement a program of continuing education for special education personnel in their regions. Groups such as these would be of particular assistance in geographical areas which are sparsely populated or have limited special education programs.

State agencies. State agencies have the responsibility for encouraging and cooperating with school districts in the development of programs of continuing education. Special education leaders at this level are in a key position to analyze and advance programs in the state. In addition, they can provide programs in areas where local leadership is minimal. They are also in a logical position to articulate programs among the national, regional, and local scenes. To fulfill this responsibility creatively, state education agencies must have adequate budget and personnel.

Local agencies. Local leaders are in a position to know the continuing education needs in the community and should assume a responsibility for appropriate programs. Conditions in the school system and in the community should encourage professional growth. The employing agency's responsibility is to establish a structure and to provide a climate to encourage the professional self-evaluation and growth of the staff. This may include the provision of resources such as personnel (for example, resource persons), materials (for example, professional library), and facilities (for example, physical plant). Further, school systems should provide incentive for individuals to continue professional growth through such means as: promotions, pay raises, released time with pay (short term or sabbatical leave), fellowships, scholarships, traineeships, etc.

In developing and implementing a sound program of continuing education, schools should have available to them the resources of federal, regional, and state agencies; universities; and professional groups.

Federal agencies. Through the various units of the U. S. Office of Education, such services as the following can be provided: surveys of current special education practices throughout the country; collection of such data as prevalence information, numbers of special classes, and teacher shortage; consultant services to state education agencies and in some instances local education agencies, and to teacher preparation programs in colleges and universities; and service as a dissemination center for research studies. In addition, the federal government provides financial assistance to stimulate programs of continuing education.

Standards for Evaluation

It is recognized that any set of standards must be adapted to the needs of the clientele to be served, to local conditions, to the roles and competencies of the agencies or individuals assuming responsibility, and to other factors which set boundaries on the nature and quality of the effort. The standards suggested here were selected as being applicable over a variety of types and levels of both formal and informal opportunity for continuing professional education.

1. Purposes should be clarified and clearly stated prior to initiation of the program or activity.

2. Planning and implementation should be executed by persons who have the competencies needed to achieve the stated purposes.

3. The activity or program projected should be appropriate to the participant's level of professional training and should help the participant to assess his own needs and strengths.

4. The manner of implementation selected (individual guidance, short course, seminar, course work for credit, etc.) should be appropriately related to the accomplishment of the purposes.

5. The length and distribution of time devoted to the program or activity should be appropriate to its character and purposes.

6. There should be reasonable probability that the improvement of professional performance likely to be gained from a program or activity will be commensurate with the time, money, and effort which will be required for its implementation.

7. Adequate resources of equipment, materials, and personnel must be available to achieve results.

8. A system for evaluation of success should be incorporated in the design of the activity or program.

Recommendations

The present efforts represent a beginning approach to the problem of continuing education. Increased attention, further development of principles, and the application of these principles to the entire professional standards movement should be encouraged.

References

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References

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National Commission on Teacher Education and Professional Standards, NEA. The development of the career teacher: professional responsibility for continuing education. Washington, D.C.: National Education Association, 1964.

14. INTERPRETING THE CODE OF ETHICS OF THE EDUCATION PROFESSION FOR PROFESSIONAL PERSONNEL WORKING WITH EXCEPTIONAL CHILDREN AND YOUTH

The Code of Ethics of the Education Profession (National Education Association, 1963a) was officially adopted by the delegate assembly at the 1964 Annual International Convention of CEC. The code is revised periodically. Having officially adopted the code, CEC will be invited by the National Education Association (NEA) to be represented at the next meeting convened for this purpose.

The intent of this statement is to focus attention on those areas of the code which relate most directly to the professional educator who works with exceptional children and youth.[1] Educator includes all professional personnel in the education of exceptional children — those engaged in the instruction of children, administration, supervision, teacher education, and research.

As in the document, Interpretations of the Code of Ethics of the Education Profession (NEA, 1963b), "...No attempt is made to interpret the Preamble or statements of commitments, since these represent the highest ideals of the profession and must appropriately speak for themselves. However, the sections represent the standards of accepted behavior on the part of all members of the profession and, as such, should be understood at least in general principle.... The connotations of each section in the Code are broad." Comments relevant to the educator of exceptional children are provided only when it is felt the section pertains to situations which particularly require emphasis or where special educators may encounter unique problems.

Enforcement. A code of ethics is only as effective as its enforcement procedures. Failure to comply with any code of ethics should carry a penalty. Enforcement of the code becomes the responsibility of members of a professional organization. It is recommended that CEC assume this responsibility. The following statement from the NEA Bylaws with regard to adherence to the Code of Ethics as a condition of NEA membership (NEA Handbook, 1965, pp. 31-32) is recognized as an appropriate guideline for CEC.

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[1] Hereafter, exceptional children will be used to refer to both exceptional children and youth.

ARTICLE I

Section 11. Adherence to the Code of Ethics adopted by the Association shall be a condition of membership. The Committee on Professional Ethics shall after due notice and hearing have power to censure, suspend, or expel any member for violation of the Code subject to review by the Executive Committee. A member may within sixty days after a decision by the Ethics Committee file an appeal of the decision with the Executive Secretary.

Section 12. The Executive Committee shall have power in cases other than ethics to censure, suspend, or expel any member for cause, after due notice and hearing. The Executive Committee shall have the power to review a hearing conducted by the Committee on Professional Ethics and to affirm, reject, or modify the decision rendered therein. However, any member who stands convicted by a court learned in the law of a crime involving moral turpitude shall be automatically suspended from membership in the Association. The Executive Committee shall have the power to reinstate any suspended or expelled member.

Organization. The following statement includes: (a) the statements of commitments (preceded by a vertical line) and the sections (in italics) which constitute the Code of Ethics of the Education Profession (NEA, 1963a); (b) the interpretations of the sections (NEA, 1963b) which immediately follow each section; and (c) a supplementary statement, entered parenthetically, when it is felt appropriate in relation to educators of exceptional children.

Preamble

We, professional educators of the United States of America, affirm our belief in the worth and dignity of man. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards.

We acknowledge the magnitude of the profession we have chosen and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this Code.

PRINCIPLE I—*Commitment to the Student*

We measure success by the progress of each student toward achievement of his maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home.

In fulfilling our obligations to the student, we—

1. *Deal justly and considerately with each student.*

Ethics relates to acceptable behavior on the part of members of the profession. This is distinct from competence, which consists of the knowledge, skills, and attitudes which are applied to the work of the practitioner. The distinguishing factor is, essentially, overt behavior. Although the ability to deal justly and considerately with each student has much to do with competency, certain responses to classroom situations may have ethical overtones. For example, it would not be ethical to punish an entire class for the misdemeanor of one unidentified student. The intent of Principle I, Section 1, is to set forth the obligation of each educator to deal with each student on his merits as an individual.

2. *Encourage the student to study varying points of view and respect his right to form his own judgment.*

Education by its very nature implies change, which cannot be made without some degree of tension and conflict. To avoid tension and conflict simply as a means of placating minority groups within a community is not sufficient grounds for denying students the opportunity to study many points of view and to develop independent judgment.

(An objective of the educational process is to help the exceptional child become capable of making decisions for himself. This commitment poses a special challenge to the teacher of children whose handicaps create an unavoidable dependency status or limited capacity for judgment.)

3. *Withhold confidential information about a student or his home unless we deem that its release serves professional purposes, benefits the student, or is required by law.*

This section has important overtones related to discussions that may be carried on in teachers' lounges or lunchrooms. Educators often talk "shop" with colleagues, which occasionally will include discussions about students. The teacher has a professional obligation to ensure that such discussions do not reveal confidential information gained as a result of the teacher-student relationship. On the other hand, it is well recognized that there are times when it is important, for clinical purposes, for one educator to consult another in order to understand better the background of particular students for whom he is responsible. Such consultations should be conducted in an appropriate place and under proper circumstances so that the purpose is unquestionable.

(The educator of exceptional children is frequently provided with legal, medical, psychological, social, and/or educational information supplemented with personal information about the child and his family. Information of this nature is considered confidential and not to be shared with others unless, as stated above, "...its release serves professional purposes, benefits the student, or is required by law." Such information should be revealed only to appropriate persons and in a judicious manner.)

4. *Make discreet use of available information about the student.*

Education as a process involves many people and the collection of much information in various forms about a student. Each member of the professional staff has a responsibility to the student to use all pertinent information that is available. The NEA Committee recognizes that such information has varying degrees of usefulness. However, to make no effort to utilize such information and to fail to evaluate it properly constitutes dereliction of responsibility to the student.

5. *Conduct conferences with or concerning students in an appropriate place and manner.*

Certain parent-teacher meetings during the year are designed to clarify the general educational program conducted by the school. Occasionally a parent will attempt to divert the discussion to the specific problems of one youngster. This constitutes neither the proper time nor the place for this type of consultation. In such instances it is best that the educator simply suggest that the concerned parent should set up an appointment where the problems of the individual student can be explored in greater depth.

6. *Refrain from commenting unprofessionally about a student or his home.*

The teacher has an obligation to respect each student as an individual. Constant derision or undermining of confidence has long been repudiated as a teaching technique. On the other hand, occasional cajoling or mild sarcasm is by no means prohibited. The criterion to bear in mind is that learning can sometimes be a difficult process, but this does not justify remarks which extend far beyond the immediate learning task to the extent of destroying student confidence and morale.

7. *Avoid exploiting our professional relationship with any student.*

The key word in this section is *exploiting* as used in a negative sense. An educator who claims sole credit for the achievement of his students in order to advance his own interests professionally is engaging in an undesirable form of exploitation. An extreme example would be the college professor who publishes a manuscript based on research performed by his students without giving public recognition to the substantial contributions of the students. Certainly an educator should not approach either students over whom he has jurisdiction or their parents for the purpose of making any kind of sale from which the educator would profit. Although there is proper intent on the part of the educator, the damage is done if a patron even suspects that the educator is exploiting his position.

(The educator of exceptional children should be extremely sensitive to his complex relationship with the child to the end that this relationship always serves the best interests of the child.)

8. *Tutor only in accordance with officially approved policies.*

Educators are hired by public or private institutions, and their salaries are paid with the implicit understanding that they will provide their students with specific learning skills. When a parent resorts to the use of paid tutors in addition to the regular educational program, there is always the possibility of the implication arising that the regular teacher is failing to do his proper work. Another unfavorable connotation is the question of whether students who employ tutors might be receiving favorable treatment from teachers because of the monetary relationship between the home and the teacher. On the other hand, parents sometimes expect and want their children to receive additional help from trained professional personnel. Probably this latter expectation occurs most frequently in the field of private instruction in instrumental music. Tutoring may have beneficial or detrimental side effects. To control the situation and to protect the profession's reputation, tutoring may be condoned when it is conducted under careful supervision. The board of education, because of its contractual relationship with educators, may, if it chooses to do so, suggest standards regarding tutoring. Such policies may extend from prohibiting tutoring altogether to permitting the practice under carefully controlled circumstances. Where the board has failed to act, the administration or the local professional association may adopt standards designed to protect the best interests of the public and the profession. Certainly the local association has an obligation to provide guidelines where the board or administration has for any reason failed to adopt a firm position regarding the practice of tutoring. Good practice under most circumstances dictates that teachers will not tutor for pay pupils in their own classes.

(The educator sometimes possesses specific competencies and skills which may involve him in a service relationship with his students outside the school environs in a way which is closely related to his professional school responsibilities but which is beyond the actual responsibilities of his position in the school. There is a critical question as to whether this educator should feel either obligated or free to offer such service for personal gain. If the service is one that is beyond the school responsibilities of the educator and is offered essentially through an agency, which in turn employs the educator, there should be no question of ethical behavior. Where an educator engages in private practice, extreme caution must prevail in accepting a client if there is any question that the service was solicited because of a relationship with the public school system.

Frequently, achievement and success in school are the only criteria employed to assess the progress of the exceptional child. A disabling condition that directly or indirectly affects an exceptional child's rate or extent of school achievement may be misunderstood by his parents. In such cases parent education and guidance are of greater importance than student tutoring.

The member in private practice must not advertise. It is permissable only to employ a business card or similar announcement, and to list one's name, highest academic degree, services, and location in the classified section of the telephone directory. The name of the Council should not be used in such announcements.

Personal gain for the educator should not enter into the determination of referral procedures.)

9. *Inform appropriate individuals and agencies of the student's educational needs and assist in providing an understanding of his educational experiences.*

Education is an extremely important part—but only a part—of a student's total environment. To be effective it must be coordinated with other aspects of the student's life. Thus educators have the obligation to attempt to provide others including, when the occasion arises, such agencies as the juvenile courts and social welfare personnel with an understanding of successes, failures, and needs of individual students. To refuse to cooperate or to make no effort to work with others who are intimately concerned with the progress of a student would be considered a breach of professional ethics. Obviously, this also covers the responsibility of the professional staff to cooperate with one another in seeking to resolve the problems of students.

(The knowledges, competencies, and skills of many disciplines must be coordinated and utilized in the development of an effective and total program for exceptional children. The withholding of pertinent personal and professional information within the educational structure is considered a breach of professional ethics detrimental to the progress and development of the child. Educators must encourage medical, psychological, rehabilitation, welfare, and other related personnel to exchange information and services when such exchange will enhance the welfare and education of the exceptional child. There is a moral obligation for educators to take the initiative in making available to appropriate professional individuals and agencies information which has not been requested but is important to the welfare of the child.)

10. *Seek constantly to improve learning facilities and opportunities.*

All educators have the responsibility for improving facilities. The teacher or administrator who is satisfied with the status quo and finds it easier to please the board and others by not striving for improved facilities places himself in a questionable position. An educator who is leaving a system may find it burdensome to devote time and energy to ordering the educational materials which will be necessary for the teacher coming to replace him. This lack of concern promises not only to work a hardship on the new teacher, but also to interfere with the orderly educational progress of the students the following year.

(The learning needs and abilities of exceptional children, as of all children, are constantly changing. There can be no satisfactory single program or approach for a given exceptionality. The educator should be able to recognize the need for change and be ready to introduce and implement such change in the interest of improving or strengthening a program.

Implicit in the concept of change is the recognition of the need for research. Research data are not exclusively the private possession of the researcher but should be shared when requested.)

PRINCIPLE II—*Commitment to the Community*

We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public.

In fulfilling our obligations to the community, we—

1. *Share the responsibility for improving the educational opportunities for all.*

Although the superintendent as the chief executive officer of the school board is most closely connected with the public relations program of the schools, every member of the staff has an obligation that extends far beyond the immediate students within his or her classroom. Improved instruction will be enhanced by improved public understanding of the educational program. The educator who refuses to recognize any obligation for promoting public understanding of the educational program is undermining the total program of the profession.

(The educator of exceptional children should promote community awareness concerning the benefits and limitations of existing special education services. In so doing, the educator should be specific regarding the concepts on which the particular educational practices are based and report objectively and accurately only that information which can be factually supported. Further, he should help guide the community to any needed action, including appropriate sharing of information and services with local public and private agencies whenever this will serve the interests and welfare of the exceptional child.)

2. *Recognize that each educational institution may have a person authorized to interpret its official policies.*

The governing board of an educational institution that employs full-time professional personnel normally designates its executive officer as the official spokesman of the institution. Other professional personnel have an obligation to ensure that public statements by them as individuals are not construed by the public to represent official policy statements of the institution.

3. *Acknowledge the right and responsibility of the public to participate in the formulation of educational policy.*

One of the major contributors to friction between the public and the profession is a failure to delineate their respective roles. Since it is the public that bears the cost of education, the profession must recognize that the public has a basic right and responsibility to formulate, through recognized legislative processes, the goals of the program. The duty of the profession is then to transform these goals into specific action programs. To deny or repudiate the role of the public may work serious injury on the interests of the entire profession. The profession does have the obligation to offer critical guidance in the formulation of public policy regarding education.

4. *Evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiences, and take any action deemed necessary and proper.*

This section is the basis for the recent development of professional sanctions. Where educational policy and practice is allowed to deteriorate to a substandard level, the profession has an obligation to the public to make known these conditions. Only as the public is kept intelligently informed can the public be expected to take remedial action when necessary. No single individual should undertake this responsibility alone. Rather, proper professional channels should be utilized, and only after all else has failed should the case be taken to the public.

5. *Use educational facilities for intended purposes consistent with applicable policy, law, and regulation.*

Education implies a great deal of responsibility and trust placed in each member of the profession by the employing board. On occasion this will entail providing large amounts of capital equipment for the benefit of the instructor in his relationship with the student. To use such equipment for personal purposes is a breach of confidence which, when brought to public attention, is bound to place the entire profession in a questionable light.

6. *Assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates or partisan activities.*

Fear of misuse of political power and authority by federal government employees prompted the passage of the Hatch Act. This restricts federal government employees on Civil Service status from participating in the campaigns or activities of national political parties in any leadership capacity. Although teachers working for the federal government are specifically excluded from the provisions of the Hatch Act, misuse of public facilities, time, materials, or public funds provided to educators in order to carry out their responsibilities to students promises to invite similar repercussions. On the other hand, events in the political arena are of critical importance to every member of the education profession. Therefore, it is incumbent upon members of the profession to make every effort to play an active and, if possible, a leadership role in the political life of the community, but to avoid exploiting either their position or their institutional privileges.

(It is important to play an active and, if possible, a leadership role in the political life of the community. However, an individual must avoid exploiting his relationships with the exceptional children with whom he works, or using his professional background or the professional organization with which he is affiliated to promote his own private political interests and personal aggrandizement. If an individual engages in any political activity, it must be clearly and publicly emphasized that he represents himself, not his professional organization, and if he publicly engages in a citizenship activity with or without invitation by public officials, he should still represent only himself and not his professional organization, except when he may be duly appointed to serve as its spokesman.)

7. *Protect the educational program against undesirable infringement.*

A number of community activities are generally regarded as wholesome and beneficial, e.g., the community library program, the community recreation program, and such organizations as the Boy Scouts and Girl Scouts. On the other hand, there are many organizations which bring heavy pressure to bear upon the schools to insert their point of view and bias upon the educational program.

Educators, particularly superintendents, have an obligation to resist all such pressures unless there is a clear indication that the end product is clearly in the best interests of the educational program. Specific decisions as to whether an activity is an infringement will often be a matter of judgment rather than ethics. However, frequent and repeated use of the school program to promote the concept or interest of one specific organization or group within a community would raise a question of the propriety and integrity of the education program and, in turn, the ethics of the educator involved.

(Lack of attention to a problem of undesirable infringement is in essence an endorsement of the infringement. It is the responsibility of the educator to be specific in communicating information regarding the programs offered for exceptional children and to clarify the concepts on which sound educational practices are based.

The competency of the educator must be recognized by the community, and the responsibility for the educational program of the exceptional child must be assumed by qualified professional educators.

The educator should not become involved in distorted public relations for the purpose of obtaining funds and recognition, even though such action may appear to be directly related to the welfare of the child.)

PRINCIPLE III—*Commitment to the Profession*

We believe that the quality of the services of the education profession directly influences the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning, and programs of our professional organizations.

In fulfilling our obligations to the profession, we—

1. *Recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative.*

Each educator has a responsibility to conduct himself in a manner that will gain respect for the profession. The sections of the Code are designed to clarify the accepted standards of behavior on the part of each practitioner. The Code does not attempt to define

either standards of competence or standards of personal morality. In the latter respect, the profession recognizes that acceptable standards of personal morality vary widely by individuals and communities. However, there is a point when the personal morality of one educator may deteriorate to such an extent as to bring the entire profession into disrepute. It is expected that local association committees responsible for providing guidance about the Code will assume the initiative in developing statements that will serve as a guide to community mores and expectations of its educators.

2. *Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education.*

Members of the profession have increasingly asked for and in many instances received an ever recognized voice in discussions leading to the determination of policies that affect the work of educators. At the same time, they are obligated to respect the intent of such policies so as not to impede further efforts to secure freedom in the exercise of professional judgment. Misuse of sick-leave time is an example of an action which would serve to undermine public trust in the integrity of the profession. In addition, members of the profession recognize that they have a responsibility to ensure that demands placed upon the governing boards of educational institutions and the supporting communities are reasonable in character.

3. *Cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns, and those colleagues new to their positions.*

The basic quality of the profession is determined by those who enter it. The profession must recruit its share of the gifted and talented students if it is to improve its quality and its image. Classroom teachers can represent a positive force in this process of upgrading by encouraging able students to consider education as a career. All educators can do much to ensure that good teachers make a career of education by assisting positively in the processes of recruitment and selection. Finally, it should be noted that personnel administrators have a positive obligation to check references of prospective educators in order to guard against allowing the clearly unqualified to enter the ranks of the profession.

(Experience suggests that certain children work more effectively with some educators than they do with others. In the process of selective recruitment, assignment, supervision, and evaluation of educators of exceptional children, it is essential that attention be paid to compatible characteristics in personality, the motivations of the teacher with respect to his professional selection, and his attitude toward exceptional children.)

4. *Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities and support them when unjustly accused or mistreated.*

In most educational programs, it is almost inevitable that some educator at some time is attacked by either patrons or the community. Despite heavy pressures, the educator's colleagues have an obligation to support him until such time as he is either vindicated or proven guilty of unprofessional conduct. By the same standards, no member of the profession has a right to deny any other member his professional rights or responsibilities for arbitrary or capricious reasons such as discrimination.

5. *Refrain from assigning professional duties to nonprofessional personnel when such assignment is not in the best interest of the student.*

The educator who requests a custodian to supervise a class in effect places the custodian in a position of acting as a professional. This places both the custodian and the students in an unfair position. Such an occurrence is indicative to both the community and the students involved that the services of a professionally trained educator are not needed. This only serves to undermine the profession, which insists that students should be served by professionally trained educators. This, however, is quite different from duly authorized programs such as those involving the use of lay persons to relieve professional personnel of clerical duties. If a question arises concerning the propriety of assigning professional tasks to uncertified persons, consultation with the professional association is in order *before* the assignment is made.

(The educator of exceptional children should recognize the areas of activity and responsibility which are compatible with his professional training, qualifications, and competence. He should accept only appropriate assignments and be alert to situations where his interests may encourage his involvement in services and assumption of responsibilities beyond those for which he is qualified.

There are many coercive pressures and legal mandates to provide special education services. Regardless of these pressures and mandates, staffing of a program with nonprofessional and incompetent personnel is deemed inadvisable. The role of the administrator in recruiting qualified staff prior to initiating new programs becomes crucial.

It should be recognized that the impact and effectiveness of professionally prepared personnel may be extended by the provision of semiprofessional assistants. When such assistance is supplied, the obligation to assure that the assistant is not assigned responsibilities beyond his competence remains with the fully qualified person.)

6. *Provide, upon request, a statement of specific reason for administrative recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.*

This is designed to provide persons within the profession who presumably are not rendering satisfactory service with the opportunity to know specifically what the difficulties are. A member of the profession deserves every opportunity to know why his work is so unsatisfactory as to have caused an adverse administrative recommendation. Ideally, counseling should precede the formal action so that the educator either has the opportunity to correct the difficulty or, at least, is aware of the reasons for the action.

7. *Refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues.*

Accepted school philosophy places a great emphasis upon the development and use of democratic procedures. This means that an educator should use the authority which has been granted to him to make decisions. When a professional decision is clearly within the assigned responsibility of one educator, it is improper for someone else to use the authority of his position to exert undue influence on the outcome.

8. *Keep the trust under which confidential information is exchanged.*

This section is concerned not only with the fact that information of a confidential nature should be given only to others in the profession who have a direct concern with the problem, but also that those who receive information have an equal obligation to respect the confidential conditions under which the original information was given.

9. *Make appropriate use of time granted for professional purposes.*

Attendance at a specific meeting may not be the only way in which this condition may be fulfilled. Members of the profession should bear in mind that self-improvement and quality of service are two distinguishing features of a profession. Where the lay public is sufficiently enlightened to recognize need for improvement and to grant time for such professional purposes, members of the profession are obligated to respect the privilege. Flagrant abuse by a few individuals not only undermines the respect for the entire profession, but also raises the possibility that such privileges may be rescinded.

10. *Interpret and use the writings of others and the findings of educational research with intellectual honesty.*

As educational research comes to play an increasingly important role in the profession, it is essential for educators to maintain their intellectual integrity. The two foremost areas of concern are plagiarism and violation of copyright. The American Educational Research Association found it necessary to drop a member who totally misused research data as a basis for drawing unrelated conclusions.

11. *Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts or hypotheses.*

The education profession stands in constant need of criticism if progress is to be made. Such criticism, directed at programs and ideas, differs vastly from destructive criticism of individual colleagues based on gossip and rumor. The latter is negative and undesirable, while the former is entirely welcome. Those among us who are involved with institutions of higher education regard it as a professional right to criticize the status quo in education. Not all such attacks may be totally correct, but it is important to distinguish between constructive criticism of this nature and niggling criticism aimed at a professional colleague or institution.

12. *Represent honestly our professional qualifications and identify ourselves only with reputable educational institutions.*

Educators above all have an obligation to maintain and promote academic integrity. In some instances salary increments have been sought for advanced degrees obtained from "degree mills." Each member of the profession has an obligation to see to it that he does not further the interest of degree mills by patronizing or recognizing them.

13. *Respond accurately to requests for evaluations of colleagues seeking professional positions.*

A great deal of weight is attached to references provided by former employers. Some instances have come to light when a school district has sought to retain the services of an individual by providing other prospective employers with poor references. This is no better than the practice of giving good references in order to persuade a weak teacher to leave a particular district. In both instances, such conduct is detrimental to the best interests of all in the profession.

14. *Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work, and related matters.*

A candidate for a position should be made aware of both the strengths and weaknesses of the educational program of the district and about the specific position to which he will be assigned. In large districts where many teachers are hired each year even before specific vacancies are known, the information must of necessity be more general in nature.

PRINCIPLE IV — *Commitment to Professional Employmemt Practices*

We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfilling our obligations to professional employment practices, we—

1. *Apply for or offer a position on the basis of professional and legal qualifications.*

This does not specify that professional and legal qualifications should be the only basis of employment, but rather that such qualifications should be foremost. When all other conditions are equal, personality traits, for example, may be the determining factor. A person who has no qualifications for a particular specialized position should not make an application for it. An administrator should not recommend the advancement of a candidate for a position for which he is clearly not qualified by experience or training.

(Any position that involves either educational or therapeutic services to exceptional children should not be offered, assigned, or accepted unless based on professional and legal qualifications.)

2. *Apply for a specific position only when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates.*

The key word here is *specific*. There is nothing wrong with writing to a district to inquire about vacancies in general. No administrator should attempt to secure a position on the grounds that he will accept less salary than other candidates. Neither should a candidate even imply that another candidate may be less suitable or have any undesirable qualifications.

(As in the case of administrators, no special educator should attempt to secure a position on the grounds that he will accept less salary or other tangible considerations than competing candidates who have comparable or equivalent professional education and experience in the area concerned. Neither should he imply that a competitor for a position possesses less suitable qualifications.)

3. *Fill no vacancy except where the terms, conditions, policies, and practices permit the exercise of our professional judgment and skill and where a climate conducive to professional service exists.*

All members of the profession have a moral obligation to be concerned about professional working conditions. Educators should exercise caution in accepting a position in a school or educational institution where the possibility of the application of professional sanctions has been publicly expressed by a recognized agency of the profession, and they should certainly respect sanctions that have already been imposed.

4. *Adhere to the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent.*

Every member of the profession has an obligation to promote the best interests and welfare of others in the profession. Where possible, an administrator will not obstruct the possibility of professional advancement simply because a contract has been signed; however, he does have an obligation to protect the best interests of students in his care. Administrators should not be expected to grant releases from contracts when such action will jeopardize the instructional program. Under normal circumstances a month to 45 days should be sufficient notice to secure a replacement. Because of varying conditions, including existing laws and state customs, each such case should be determined on the specific facts involved.

(In the recruitment of personnel, the recruiting administrator should give advance notice of intent to the proper officials of the institution or agency presently holding the prospective candidate's contract.

Where an employer willfully and knowingly recruits a prospective employee without due consideration for prior contractual commitments, the employer's act is considered inappropriate and subject to whatever sanctions can be applied.

The practice of making frequent change of positions for personal gain rather than professional commitment is considered detrimental to the profession.)

5. *Give prompt notice of any change in availability of service, in status of applications, or in change in position.*

When an educator accepts a position, he has an obligation to notify all other districts where he has applied that he is no longer available for immediate service. By the same token, the administrator has an obligation to notify applicants when their applications are no longer under consideration. There is a distinct difference in the interpretation of what constitutes prompt notice between a case involving emergency changes in staffing and one involving long-term planning and assignment. The specific facts in each case must determine the interpretation.

6. *Conduct professional business through the recognized educational and professional channels.*

School districts universally recognize the traditional administrative procedures for the conduct of professional business. It is perfectly proper for an educator to seek to resolve professional problems through channels provided by the local professional association. The vast majority, if not all, such problems can thus find resolution within the professional staff. If an educator has exhausted all available procedures, it is proper for him to present the problem directly to the governing board. Only after this step fails should an educator consider taking the problem to the public. Professional courtesy dictates that educators notify the superintendent in advance of going before the board of education; it is not necessary to secure the superintendent's permission to do so.

7. *Accept no gratuities or gifts of significance that might influence our judgment in the exercise of our professional duties.*

This section states a principle that may vary in its specific application based on the circumstances. No gift should be accepted which may even invite suspicion that the educator's integrity is compromised. Certainly, educators should not solicit gifts. However, there is a recognized learning value when a primary child takes the traditional "apple for the teacher." A complete ban on gifts simply is not practicable. Local associations are well advised to attempt to provide more specific guides.

8. *Engage in no outside employment that will impair the effectiveness of our professional service and permit no commercial exploitation of our professional position.*

The first clause does not prohibit all outside employment to members of the profession. It does, however, set forth the principle that such employment should not detract from the performance of our primary obligation. The second clause prohibits use of prestige earned through association with the profession being loaned to private interests for commercial exploitation. On the other hand, it is perfectly all right for a teacher to work part time for private interests where his talents as a teacher may be of value. This section, for example, does not prohibit the sale of educational materials by educators as long as parents of students in the attendance area are not solicited.

References

National Education Association. The code of ethics of the education profession. Washington, D. C.: Author, 1963. (a)

National Education Association. Interpretations of the code of ethics of the education profession. Washington, D. C.: Author, 1963. (b)

National Education Association. NEA handbook. Washington, D. C.: Author, 1965.

POSTSCRIPT

Although a document of this kind cannot be summarized, no portion being of lesser significance or validity, two statements must be made in concluding.

It should be noted, first, that these professional standards are the culmination of intensive work beginning in 1960. Since the organization of CEC more than four decades ago, the preparation of educators of exceptional children has been a continuing concern, to be sure. In 1960, however, the particular interest of various individuals and organizations was canvassed, with the result that the question of professional standards was selected as the theme for the 1961 convention of CEC. After the convention, the Professional Standards Committee, appointed by the Executive Committee of CEC, arranged for the development of papers in the various areas of exceptionality to serve as a basis for discussions at the 1962 convention.

As a result of the major meetings on the subject of professional standards at the 1962 convention, the Professional Standards Committee recommended a two-year project looking to a statement of professional standards which most, if not all, educators of exceptional children could accept as definitive. To this end, the objectives of the project were: analysis of previous efforts to draft professional standards; development of standards that would be useful in accreditation of professional education programs, certification of personnel, and specifications for employment; recommendations for communicating the standards to appropriate organizations; and determination of ways in which CEC and other groups might apply and further develop professional standards as necessary.

After soliciting suggestions from persons active in teacher preparation, the Professional Standards Committee prepared a paper discussing issues deemed crucial to preparation of teachers for special education. Spokesmen for each area of special education prepared papers dealing with 11 particular aspects. In several instances, these papers were the products of work groups that met for several days on one or more occasions; in every case, the papers were circulated to many persons and revised on the basis of their comments.

These materials then provided a basis for discussion at the Conference on Professional Standards held in Washington, D.C., in May, 1965. The 125 participants attended sessions to discuss the general issues as well as one of the 11 working papers. Editorial and substantive changes reflecting the conference discussions were embodied in the Conference Proceedings. These, in turn, served as the basis for discussions at four regional conferences, in Newark, Atlanta, Chicago, and San Francisco, at which further changes were proposed. The final stage in development of the professional standards was a meeting of the Professional Standards Committee, January 6-7, 1966, to consider the viewpoints expressed at the regional meetings and make all but the last minor, facilitating editorial changes.

As the professional standards in this publication have roots extending many years into the past and across a large number of individuals representing many disciplines and specialties, so will the growth and development of these professional standards continue into the future with the criticism as well as the concurrence of many educators of exceptional children and other interested persons. There can be no final document embodying the immutable standards of any profession. Hence, this document should be looked upon as but the statement considered appropriate at this particular stage of the development of special education.

The Council for Exceptional Children accepts its responsibility for continuing to foster development of standards. They can and undoubtedly will be changed in the years ahead. Throughout the process described in this Postscript, for example, a need was often expressed for consideration of the common learning characteristics and problems of exceptional children and of the particular needs of multihandicapped children. These questions, and many others, will be continuing concerns of the Council during the on-going process of which these professional standards are the most recent results—subject, like all professional endeavors, to critical evaluation, refinement, and improvement on the basis of subsequent empirical study and professional judgement.

APPENDIX

PARTICIPATING ORGANIZATIONS

The following organizations contributed to the Professional Standards Project by their cooperation and support. At the request of CEC, they also arranged for official representation at the Washington Conference and/or one or more of the regional conferences.

National

Alexander Graham Bell Association for the Deaf
American Association of Colleges for Teacher Education, National Education Association
American Association of Instructors of the Blind
American Association on Mental Deficiency
American Foundation for the Blind
American Psychological Association
American Speech and Hearing Association
Conference of Executives of American Schools for the Deaf
Convention of American Instructors of the Deaf
Council on Education of the Deaf
National Association for Mental Health
National Association for Retarded Children
National Association of State Directors of Special Education
National Association of State Directors of Teacher Education and Certification
National Commission on Accrediting
National Commission on Teacher Education and Professional Standards, National Education Association
National Council for the Accreditation of Teacher Education
National Foundation
National Society for Crippled Children and Adults
National Society for the Prevention of Blindness
United Cerebral Palsy Association
U.S. Department of Health, Education, and Welfare (Office of Education, National Institute of Mental Health, Vocational Rehabilitation Administration)

Regional

Middle States Association of Colleges and Secondary Schools[1]
North Central Association of Colleges and Secondary Schools[1]
Southern Regional Education Board
Western Association of Schools and Colleges[1]
Western Interstate Commission for Higher Education

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[1] Represented at a regional conference only.